

Spring 2004

Algebra 1/Mathematics for the Technologies 2
Biology 1/Applied Biology 2
English 1
Physical Science

Test Administration Manual
For School Test Coordinators and Test Administrators

EOCEP TEST SCHEDULE

Date	Activity
At least one week before district's testing window:	STCs receive test materials.
Within 24 hours of receipt:	STC notifies DTC of any missing materials.
At least one week before testing:	STC trains TAs and monitors, and distributes <i>Test Administration Manuals</i> .
State testing window begins:	May 3, 2004. Districts will choose the five-day school testing window(s) and will notify STCs of the dates.
State testing window ends:	June 8, 2004.
Immediately after test administration:	TAs return all test materials to the STC.
As directed by DTC:	STC accounts for and returns materials to district office.

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Sequence of Events

The following list chronicles events in the order they should occur throughout the administration process.

- _____DTC selects and notifies STCs of the five-day testing window(s).
- _____STCs publicize the five-day testing window(s).
- _____DTC and STCs ensure that schools have secure storage space, testing rooms, and staff.
- _____DTC receives materials for district and schools.
- _____DTC signs Test Security Affidavit.
- _____DTC verifies receipt of shipment and faxes Materials Receipt Form to Pearson Educational Measurement (PEM) within 24 hours.
- _____DTC verifies only district overage materials and notifies PEM if any materials are missing.
- _____DTC instructs STCs to sign Test Security Affidavits.
- _____DTC trains STCs.
- _____DTC distributes school boxes to STCs.
- _____STCs receive and verify materials.
- _____STCs notify DTC of any missing materials from school shipments.
- _____DTC notifies PEM of any missing school materials.
- _____STCs store materials in secure location when not in use.
- _____STCs instruct test administrators (TAs) to sign Test Security Affidavits.
- _____STCs train TAs and monitors, and distribute manuals.
- _____STCs compile class packets.
- _____STCs distribute class packets to TAs on test day.
- _____TAs initial security checklists and receive materials.
- _____TAs administer test to students.
- _____DTC and STCs oversee test administration, maintain test security, complete Testing Irregularity Forms (if needed), and answer questions.
- _____TAs collect and count materials after testing.
- _____TAs return materials and make-up rosters to STCs.
- _____TAs initial security checklists for return of materials.
- _____STCs collect and account for all materials.
- _____TAs for make-up testing initial security checklists and receive materials.
- _____TAs administer make-up tests.
- _____TAs collect and count all make-up materials.
- _____TAs who administer make-up testing return materials and initial security checklists.
- _____STCs return scorable materials to DTC.
- _____DTC schedules return of scorable materials to PEM (up to five shipments allowed).
- _____STCs return non-scorable materials to DTC.
- _____DTC takes inventory of all school shipments and returns non-scorable materials to PEM.

INTRODUCTION

The Education Accountability Act of 1998 (EAA) requires the administration of end-of-course examinations in gateway or benchmark courses. All students enrolled in courses in which the curriculum standards corresponding to these subjects are taught, regardless of course name or number, must take the appropriate tests.

Fall 2003 marked the first time that the test for Algebra 1/Mathematics for the Technologies 2 counted as 20 percent of students' final grades for the course. The tests for English 1, Physical Science, and Biology 1/Applied Biology 2 were implemented in fall 2003, and will count as 20 percent of students' final grades in the respective courses beginning in fall 2004.

GENERAL PROCEDURES

Using this Manual

This manual includes information necessary for School Test Coordinators (STCs) and Test Administrators (TAs) to carry out the administration of the End-of-Course Examination Program (EOCEP) tests. Procedures required before, during, and after the test administration are described here.

Testing Schedule

All testing must take place during the five-day testing window(s) selected by your district. Your district may have designated one or two five-day testing windows. It is the responsibility of the STC to notify the TAs of school test schedules for administering the test.

Districts must allow for make-up testing of Algebra 1/Mathematics for the Technologies 2 for students who missed the originally scheduled test due to a death in the family, illness, etc. This five-day make-up window must occur during the week immediately following the original test date. The remaining tests are implementation subjects and will not have a separate make-up window. Any make-up tests for those subjects must be administered during the original five-day testing window.

The EOCEP tests are not timed. However, each test must be completed during a single day. (Exceptions for students with disabilities are described in Appendix C.) Students should be given as much uninterrupted time as is necessary to ensure an accurate assessment. (For planning purposes, *approximately* 80 to 90 percent of students from May 2003 completed each test within two hours.)

- Some students may need additional time. Please make every effort to allow time for these students to complete the examination. If necessary, and if space and staff are available, move students who do not finish the test within the allotted time to another location to complete the examination.
- If a student has not completed the test by the time most others are finished and clearly is not attempting to finish, the school may end the testing session.
- If some students in a testing room finish early, the TA may permit them to leave, if allowed by school procedures.

Test Security

Test security is critical. The importance of security is underscored by South Carolina legislation. Please take time to read and understand this information; you will be responsible for maintaining the security of test materials.

Any breach of test security must be reported in accordance with the Test Security Legislation and State Board Regulations below.

Test Security Legislation

Following is an excerpt from S.C. Code Ann. § 59-1-445 (1990):

- (1) It is unlawful for anyone knowingly and willfully to violate security procedures regulations promulgated by the State Board of Education for mandatory tests administered by or through the State Board of Education to students or educators, or knowingly and willfully to:
 - (a) Give examinees access to test questions prior to testing;
 - (b) Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet;
 - (c) Coach examinees during testing or alter or interfere with examinees' responses in any way;
 - (d) Make answer keys available to examinees;
 - (e) Fail to follow security regulations for distribution and return of secure test [materials] as directed, or fail to account for all secure test materials before, during, and after testing;
 - (f) Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section.

Any person violating the provisions of this section or regulations issued hereunder is guilty of a misdemeanor and upon conviction must be fined not more than one thousand dollars or be imprisoned for not more than ninety days, or both. Upon conviction, the State Board of Education may suspend or revoke the administrative or teaching credentials, or both, of the person convicted.

- (2) The South Carolina Law Enforcement Division shall furnish to the State Superintendent of Education a report of the findings of any investigation conducted pursuant to this section.
- (3) Nothing in this section may be construed to prohibit or interfere with the responsibilities of the State Board of Education or the State Department of Education in test development or selection, test-form construction, standard setting, test scoring, and reporting, or any other related activities which in the judgment of the State Superintendent of Education are necessary and appropriate.

State Board Regulations

Following are the amended Test Security Regulations passed by the State Board of Education in accordance with Appropriations Act, 1985 (Act #201), Part II, § 9B.

- I. Tests administered by or through the State Board of Education shall include but are not limited to:
 - A. The statewide tests; as defined in the State Board of Education Regulation 43-262 including field tests and pilot tests;
 - B. Examinations for admission to teacher education program and teacher certification examinations;
 - C. Examinations for admission to programs such as the gifted and talented program; The High School Equivalency Program test (GED).
- II. As used in this regulation, “local school board” means the governing board of a public school district as well as those of special school districts, special schools, and institutions that utilize tests administered by or through the State Board of Education.
- III. Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials, before, during, and after testing. Before and after testing all materials must be stored at a location(s) in the district under lock and key. This also applies to district-owned materials that are the same as those used in any State-operated testing or assessment program. Throughout the time testing materials are under the control of the school district, tests must be secured under lock and key when not in use for approved test administration activities.
- IV. Each District Superintendent must designate annually one individual in each district for each mandated assessment who will be the sole individual in the district authorized to procure test instruments that are utilized in testing programs administered by or through the State Board of Education. The name of the designated individual must be provided to the State Department of Education (SDE) in writing. When the testing program involves procurement of materials available commercially, the designated individual must be the sole individual in the district authorized to procure commercial test instruments which are utilized in testing programs administered by or through the State Board of Education.
- V. State-owned test materials and district-owned materials that are the same as those utilized in any State-mandated testing program must not be used for census testing in the grades included in the State-mandated program(s) except on testing dates specified by the State Department of Education.
- VI. Individuals must adhere to all procedures specified in all operating manuals governing the mandated testing programs. Manuals are provided by or through the SDE.
- VII. A. The State Board of Education may invalidate test scores that reflect improbable gains and that cannot be satisfactorily explained through changes in student populations or instruction;

B. In cases where test results are invalidated because of a breach of security or action of the State Board of Education, any programmatic, evaluative, or certification criteria dependent upon the data will be deemed to not have been met.
- VIII. Any individual(s) who knowingly engage(s) in any activity that results in the invalidation of scores derived from teacher certification examinations, the examinations for admission to teacher education programs, and/or the High School Equivalency Program test (GED) forfeits all opportunities to retake the test(s).

- IX. Any knowing involvement in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests administered by or through the State Board of Education will be considered a breach of test security within the meaning of S.C. Code Ann. Section 59-1-445 (1990). Any individual(s) who knowingly cause(s) or allow(s) the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to any test administration site specified in this paragraph forfeits all opportunities to retake the test(s).
- X. Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator's professional certificate.
- A. Failing to administer tests on the test dates specified by the SDE.
 - B. Failing to maintain an appropriate testing environment, free from undue distractions.
 - C. Failing to proctor the test to ensure that examinees are engaged in appropriate test-taking activities.
 - D. Providing examinees with access to test questions or specific test content prior to testing.
 - E. Providing examinees with access to answer keys prior to or during testing.
 - F. Keeping, copying, reproducing, or using in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question or specific test content.
 - G. Keeping, copying, or reproducing in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test.
 - H. Coaching examinees, altering examinee responses, or interfering with examinee responses in any way prior to, during, or after testing. This includes hinting to examinees about the correctness of their responses.
 - I. Failing to follow instructions specified in the test manuals for the distribution, storage, or return of test materials or failing to account for test materials before, during or after testing.
 - J. Failing to follow all directions pertaining to the administration of a test as specified in the test manuals for that test. This section includes failure to clear the memory of calculators used on a test as directed in the test manual.
 - K. Allowing, participating in, assisting in, or encouraging any unauthorized access to test materials prior to, during, or after testing.
 - L. Disclosing the contents of any portion of secure materials or discussing the contents of secure tests with examinees, teachers, or other educators before, during, or after testing.
 - M. Leaving in view of examinees during test administration materials that are content or conceptually related to the subject areas being assessed.
 - N. Providing references or tools other than those specifically allowed in test manuals. Providing references or tools during test administration at times other than those specifically allowed in test manuals.
 - O. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 plans. This includes providing more accommodations (customization, modifications) than appropriate.

- P. Excluding examinees or exempting from assessment students who should be assessed.
 - Q. Failing to return test materials for all examinees.
 - R. Engaging in inappropriate test preparation practices that invalidate the test scores. These practices include activities that result in an increase in test scores without a simultaneous increase in the examinee's real achievement or performance in the content area.
 - S. Revealing test scores or test performance to anyone not involved in the education of the examinee.
 - T. Altering test scores in electronic records or files.
 - U. Failing to report a security breach.
- XI. The South Carolina Department of Education has the right and responsibility to observe test administration activities without prior notice in order to monitor adherence to test security. Examinees should be made aware that monitoring may occur.
- XII. Any suspected violation of security must be reported to the South Carolina Law Enforcement Division.
- XIII. If a security breach occurs in a district rendering test forms or test items unusable, funds equivalent to replacement costs may be withheld from the district by the State Department Education at the discretion of the State Board of Education.
- XIV. At the discretion of the State Board of Education, an educator may receive a public or private reprimand or the credential of an educator may be suspended or revoked based on evidence of violation of test security provisions.

Administrative Guidelines

- The STC should observe test administration activities and monitor adherence to test security. Examinees should be made aware that monitoring might occur.
- All secure test materials must be kept in a secure, locked location when not in use.
- Before testing, access to secure materials is restricted to **supervised sessions** conducted by the STC. **Supervised sessions for coding answer document demographic information may be held the week before testing.** Review of test administration directions in oral and signed administration scripts is restricted to supervised sessions held after school on the day before each test.
- After testing, access to secure materials is restricted to make-up testing sessions and supervised sessions for completing or editing demographic codes on student answer documents.
- TAs are encouraged to walk around the room during testing to check that students are marking their answers in the correct sections of the answer documents. It is permissible to alert students that their answers are being marked in the wrong sections of the answer documents. **However, it is not permissible to stop and read test items or students' responses in students' test booklets or answer documents.**

Student Participation

All middle school, high school, alternative school, adult education, and home school students who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, must take the appropriate tests.

If a student is absent on the scheduled testing date, a make-up test must be scheduled. Each TA must provide the STC with a list of students who need to participate in make-up testing. You may use the Make-up Roster in Appendix D provided for this purpose.

Make-up testing must be completed by the end of the district's five-day testing window for that test, except for Algebra 1/Mathematics for the Technologies 2 make-ups. Districts must allow for make-up testing of the Algebra 1/Mathematics for the Technologies 2 test for students who missed the originally scheduled test due to a death in the family, illness, etc. This five-day make-up window must occur during the week immediately following the original test date. The remaining tests are implementation subjects and will not have a separate make-up window. Any make-up tests for those subjects must be administered during the original five-day testing window.

The following are participation guidelines for special groups of students for the EOCEP test.

1. **Students with Disabilities** – Students with disabilities must participate in accordance with their IEP or 504 Accommodations Plan. (See Appendix C for guidelines on administering the test to students with disabilities.)
2. **Home-based Instruction Students** – Home-based instruction students normally receive instruction at a place other than school because the IEP team has determined it to be the most appropriate, least restrictive environment for the student. The district must send a TA to the place of instruction for testing.
3. **Adult Education Students with Disabilities** – Students with disabilities in adult education centers who are 21 years of age or younger and do not have diplomas may be served under the provisions of IDEA or Section 504. The IEP or 504 Accommodations Plan must state any accommodations or modifications to be used. Students who are older than 21 cannot be served under the provisions of IDEA but may be served under Section 504. Students who are older than 21 must prove they are disabled (e.g., provide documentation they were served under an IEP or 504 Accommodations Plan in high school) prior to taking the test.
4. **Suspended and Expelled Students (with or without disabilities)** – Students who are suspended must be tested. The district may consider delaying the suspension dates, bringing students into school during suspension for testing purposes only, or testing students in alternate locations. The district is not required to test expelled students who do not have IEPs. When a student with an IEP has been expelled, a new IEP must be written that outlines the services to be provided during the expulsion period and the manner in which the student will be tested.
5. **Homebound Students (with or without disabilities)** – Homebound students are those students who receive instruction at home or in a hospital because they cannot attend school due to illness, accident, or pregnancy, even with the aid of transportation [24 S.C. Code Ann. Regs. 43-241 (Supp. 2000)]. The district must administer the required test to a student who is homebound, except in individual cases where it is documented that the student is not physically and/or mentally able to take the test.

6. **Home Schooled Students** – A student who is in a home schooling program approved by the local school board of trustees must participate in the testing. “The tests must be administered by a certified school district employee either with public school students or by special arrangement at the student’s place of instruction, at the parent’s option. The parent is responsible for paying the TA if the test is administered at the student’s home” (Section 59-65-40 (A) (6), Code of Laws of South Carolina, 1976).
7. **Limited English Proficient (LEP) Students** – An LEP student is defined as a student who has a primary language other than English and is not proficient in listening, speaking, reading, or writing in the classroom where English is spoken as determined by a language assessment instrument.

LEP students must participate. Although foreign language translations are not available, accommodations may be provided to students as described below.

Accommodations Available for Testing LEP Students

LEP students who score **below** fluent on a nationally normed language assessment may use the following accommodations:

- A word-for-word bilingual dictionary, which **must not** include any examples or definitions;
- Rewording of **directions** by the TA in any format or language necessary to enable the students to understand the task(s) (repeating in English, use of native language, etc.);
- Only the administration directions may be translated for students;
- Additional time beyond the regularly scheduled test session, as long as the test session does not exceed the designated day;
- Individual or small-group administration by the English for Speakers of Other Languages (ESOL) teacher or other school or district designee;
- Answering the questions directly in the test booklet (transfer of student responses from the test booklet to a scannable answer document must take place before materials are returned to the contractor); and

Oral administration of the Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science tests—The student must use a Form C test. The Oral Administration Script provided by the contractor must be used to administer the test. The English 1 test cannot be administered orally to students who are LEP unless they also have a disability requiring an oral administration. Follow the administration procedures for the oral administration provided in Appendix C (Administering the Test to Students with Disabilities).

Test Administrator Guidelines

TAs must meet one of the following criteria. TAs must have been trained to administer the test and be:

1. an employee of the district who is certified;
2. an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate;

3. a substitute teacher who is certified and employed by the district on an as needed basis;
4. someone who was a certified teacher but has allowed the teaching certificates to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or
5. someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified test administrator.

TAs are not to administer subtests to close relatives (e.g., children or grandchildren).

Even if a test is administered in a location other than the school, the TA must meet the criteria specified above.

Test Administrator Responsibilities

- A TA **must** be in the room at all times when materials are not in locked storage. TAs **may not** leave the room during testing, even if a monitor is present.
- understand and follow the South Carolina Legal Requirements for Test Security and State Board Regulations on Test Security
- become familiar with test administration procedures prior to testing
- verify the number of test booklets received from the STC on test day
- distribute test materials to and collect them from students
- answer students' questions regarding directions
- ensure that students have the proper test materials
- ensure that students mark responses properly in the appropriate section of the answer document
- check that students are working independently
- make a list of students absent from testing and give it to the STC for make-up testing
- account for and return all test materials to the STC
- maintain test security

Monitor Guidelines

A monitor can be a teacher's aide, a parent, or other district or school personnel (e.g., music teachers, P.E. teachers, counselors, etc.). Monitors may not be in rooms where their close relatives are being tested.

Large-scale administration of the test is **not** recommended. However, if your school chooses to administer the test in such a setting, the following monitor guidelines are suggested:

- When the number exceeds thirty-five students in a room, adding a monitor is recommended.
- Adding an additional monitor is recommended for each additional thirty-five students.

Prior to test day, the STC (with the aid of the TA) should review testing procedures, test security, and duties with monitors.

Monitor Responsibilities

- Distribute and collect materials needed during testing (e.g., No. 2 pencils, test booklets and answer documents, calculators, handouts) as directed by the TA.
- Ensure students receive the correct test booklets and answer documents.
- During testing, be sure students do the following:
 - ⇒ receive additional sharpened pencils when needed;
 - ⇒ follow directions;
 - ⇒ mark responses in the appropriate area of the answer document;
 - ⇒ use only allowable supplemental materials; and
 - ⇒ do not give or receive help from other students.
- Help maintain test security.
- Refer all student questions to the TA.
- Check restrooms before allowing students to enter to make sure they do not contain reference materials (e.g., books, notes, writing on towels or walls). This is especially important for schools that permit examinees to leave the testing room early.
- Serve as a messenger between the TA and STC during testing.

Calculator Use Policy for Algebra 1/Mathematics for the Technologies 2

School- or student-owned calculators may be used only during Algebra 1/Mathematics for the Technologies 2 testing. (Calculators may not be used for the Physical Science test, since test questions are written so that a calculator is not necessary.)

Test takers may use basic 4-function, scientific, or graphing calculators during the test. The following types of calculators are **not** allowed: pocket organizers; Palm Pilots, Visors, or other Palm-based devices; handheld PCs that use a writing tablet or QWERTY (typewriter) keyboard; calculators that use symbolic manipulation capability, such as the Casio FX 2.0, HP 40g or 49g, or Texas Instruments TI-89 or TI-92; or calculators that “talk” or otherwise make noise, such as the AudioCalc.

To help maintain test security, the memory of every calculator used during testing must be cleared (reset) **before and after testing**. This clears all stored data and program information from the calculator.

Students who wish to use their own calculators during the test must be told in advance of the test day to back up all data and programs that they wish to save. Because the memory of every calculator used in testing must be cleared (reset) before testing, all data and programs stored in the calculator will be erased. **If a student is unwilling to have his or her calculator’s memory cleared (reset), the student may not use that calculator during the test.**

Note: Students should not share graphing calculators during the Algebra 1/Mathematics for the Technologies 2 tests unless all memory is cleared (reset) between each student's use.

Planning an Appropriate Test Setting

Providing an appropriate test setting is essential. Following are some points for STCs and TAs to consider.

- Students should be tested in classrooms with good lighting, adequate ventilation, and sufficient space. Schools are strongly encouraged to avoid large-group administrations in settings such as a library or cafeteria. Testing in a familiar classroom setting should reduce test anxiety for students and simplify test security.
- Freedom from interruptions or distractions is important to any testing environment. Rooms should be as quiet as possible.
- Testing should occur at a time of day when students are alert. Administering the test immediately after students have been involved in strenuous physical or mental activities is not recommended.
- If necessary, post a "Testing—Do Not Disturb" sign on each testing room door. A sign you may use and copy is provided in Appendix D.
- Remove or cover information displayed on bulletin boards, chalkboards, or charts that may be used by students to help answer test questions.
- Seating should be arranged so that students are not tempted to look at other students' answers.

Distributing and Collecting the Test Security Affidavits

Test Security Affidavits will be included in the shipment of materials, or you may photocopy and use the sample in Appendix D. All administrators who will have access to EOCEP secure test materials must have a signed Test Security Affidavit on file in the district office. Those who sign the affidavits are required to follow the procedures and take the necessary precautions to ensure the security of the test materials at all times. The STC must return any signed affidavits to the DTC after testing.

SCHOOL TEST COORDINATOR'S SECTION

BEFORE TESTING

Arranging for Student Participation

Prior to testing, STCs must:

- identify the relevant classes for the test subject being administered.
- notify teachers of the students to be tested.
- notify participating students of the time and location of the test.
- arrange for students to use school or personal calculators for the Algebra 1/Mathematics for the Technologies 2 test.

Notifying Students of Testing

STCs must be sure that all students who are eligible to participate are notified about the End-of-Course tests and understand their importance. Prior to test day, be sure to:

1. tell students to bring two sharpened No. 2 pencils with erasers on test day (only No. 2 lead may be used for testing);
2. notify teachers and students of the calculator use policy and the need to back up and clear calculator programs and memories before and after the Algebra 1/Mathematics for the Technologies 2 test; and
3. notify students that cell phones must be turned off during testing, and that cell phones and PDAs will not be permitted on desks during testing.

Training Test Administrators and Monitors

No later than the week before the test is administered, STCs must conduct training sessions for all TAs, possible substitute administrators, and monitors. TAs must be thoroughly informed about test security, the logistics of administering the test, the directions for completing the answer document, the script for administration, and procedures for returning test materials to the STC. These training sessions also should stress the need to account for all materials before, during, and after testing.

Training Materials

Each TA should receive this manual during the training session, and may keep the manual after the training session for further study before test administration.

Training Topics

The training sessions should, at a minimum, cover the following topics:

- responsibilities of TAs and monitors
- test security
- testing schedules and rooms to be used
- preparing testing rooms for the examination
- following the pre-ID processes
- following the administration directions
- administering the test using customized materials (including using the correct answer documents, and properly returning customized materials and answer documents)
- answering student questions during testing
- ensuring that all required information is completed accurately on the answer document
- receiving and handling test materials
- procedures and schedule for returning test materials to the STC at the end of the test session

STC Materials Receipt and Inventory of Materials

The following list provides step-by-step instructions for receiving materials from the district office and for taking inventory. STCs should complete these procedures upon receiving test materials. If the shipment appears incomplete in any way, immediately contact your DTC.

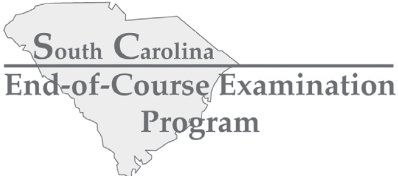
1. Using the Packing List from Box 1, place a check mark beside each item to verify that you have received the quantity listed.
2. Take inventory of all secure materials. **Do not open the shrink-wrapped packages of test booklets at this time.** Instead, check the security numbers that are printed on the white cover sheet inside the shrink-wrapped package, and then count the spines of the booklets to verify that you have received the correct number of booklets.
3. If there is a discrepancy in the number of booklets received, open the package to identify the security number(s) of the missing booklet(s). Record any discrepancy on the School Security Checklist. (A sample of the checklist can be found in Appendix D.)
4. Check that the quantities of materials you receive are sufficient for the number of students participating in your school. Make sure you have all materials needed to test students with disabilities. If you need extra materials, contact your DTC immediately.
5. Keep all materials in secure, locked storage until they are needed on test day.
6. Keep **all** original shipping boxes. You will need them after testing to return the materials to the DTC.

Preparing and Distributing Test Materials

The STC is responsible for collecting signed Test Security Affidavits from TAs and monitors. Any individual who may have access to EOCEP test materials (with the exception of students who are taking the test), or to the location in which the materials are securely stored, must have a signed affidavit on file in the district office before they are given access to the test materials.

The STC is also responsible for inventory control and must use the School Security Checklist to track and monitor test materials distributed to the TAs. A sample of the checklist may be found in Appendix D.

When distributing secure test materials, STCs must instruct the TAs to initial the School Security Checklist to verify receipt of the test booklets, as shown in the following diagram.



SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC : _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the “Sign Out” and “Sign In” columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the “Packed for Return” column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
272036	Thornton	KT	BD				
272037							
272038							
272039							
272040							
272041							
272042							
272043	Thornton	KT	BD				

One week before the test day, STCs may open the shrink-wrapped packages of test booklets and prepare materials for TAs. **After preparing materials, STCs must return them to locked storage until they are distributed to the TAs.**

Prepare the following test materials for each TA:

- _____ 1. *Test Administration Manual* (if not distributed during the training)
- _____ 2. School/Class Headers (one for each testing group)
- _____ 3. Test Security Affidavit (one for each TA and monitor)
- _____ 4. test booklets (one for each student)
- _____ 5. answer documents (one for each student plus overage)

Note: Both pre-ID and blank answer documents should be included. Customized answer documents will be included in the shrink-wrapped customized kits. Make sure that any student who uses a customized test form uses the green answer document.

- _____ 6. paper bands
- _____ 7. “Do Not Score” labels
- _____ 8. Algebra 1/Mathematics for the Technologies 2 administration (one for each student)
 - ___ a. 6-inch card stock ruler
 - ___ b. graph paper
 - ___ c. calculators (provided by school/student)

DURING TESTING

Supervising the Test Administration

STCs are responsible for implementing and monitoring all examination testing procedures at their schools and for ensuring that test security is maintained. During testing, supervise the administration by visiting each testing room and observing the following guidelines.

- Do not allow administration directions to be read over the public announcement system.
- Make sure that test administration directions are being followed exactly.
- Make sure that all school personnel involved in test administrations adhere to the security guidelines. (Any breach of test security must be reported in accordance with the guidelines listed in the test security section of this manual.)
- Assist TAs in handling unusual student testing situations.
 - ⇒ If a student gets sick on test materials, identify the security number of the test booklet and report the incident to the DTC. Destroy the test materials and complete the Testing Irregularity Form located in Appendix D. Then, indicate the security number of the destroyed booklet on the School Security Checklist and annotate the incident.
 - ⇒ At the school's discretion, disruptive students may be removed from the group to complete testing elsewhere, or may be tested at a make-up session.
 - ⇒ Students who leave testing for emergency reasons (e.g., illness) must be scheduled for make-up testing. Be sure the student's name is on your list of students who need make-up testing and that all test materials the student was using are labeled with the student's name.
 - ⇒ If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, maintaining security of the test materials. Document the situation fully on the Testing Irregularity Form in Appendix D. Note what action you took to resolve the situation and when students were able to continue with testing once the situation returned to normal. Return the form with your non-scorable materials at the end of testing.
 - ⇒ If a student is suspected of cheating, the TA must contact the STC and document the circumstances on the Testing Irregularity Form.
 - ⇒ If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided that doing so does not compromise your safety or that of the students).

AFTER TESTING

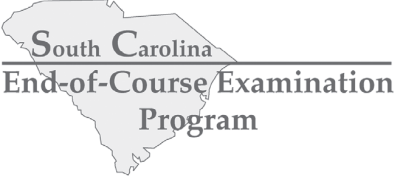
Receiving Test Materials from TAs

TAs must return all test materials to the STC upon the completion of testing.

- Collect all test materials from TAs, including test booklets, answer documents (used, unused, or voided), and *Test Administration Manuals*. For the Algebra 1/Mathematics for the Technologies 2 test, collect the rulers, graph paper, reference information sheets, and

calculators (for resetting). For the Physical Science test, collect the reference information sheets.

- For each TA, check the returned test booklet security numbers against those assigned, as indicated on the School Security Checklist. Account for all test booklets distributed to each TA. If any booklet is missing, try to locate it and provide detailed documentation on the School Security Checklist. Have TAs initial the School Security Checklist, as shown in the following diagram.



SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC : _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the “Sign Out” and “Sign In” columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the “Packed for Return” column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA’s Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
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272037							
272038							
272039							
272040							
272041							
272042							
272043	Thornton	KT	BD	KT	BD		

- Complete a School/Class Header Sheet for each banded class set. There must be a separate School/Class Header Sheet for each subject. Check to make sure subjects are not mixed in a class set.
- Verify that the answer documents are not damaged. If an answer document is damaged, follow the procedures in the next section and replace the damaged answer document with a new one that has been transcribed.

Transferring Responses from Damaged Answer Documents

If an answer document is in any way damaged, school personnel **must** transfer the student's demographic data and responses to a blank answer document and return the new answer document with the scorable materials. The transfer **must** be completed by two school personnel and be carefully checked for accuracy. Place a "Do Not Score" label on the damaged answer document across the pre-printed student information area as shown below, and return it with the school's **non-scorable** materials.

Diagram 1.

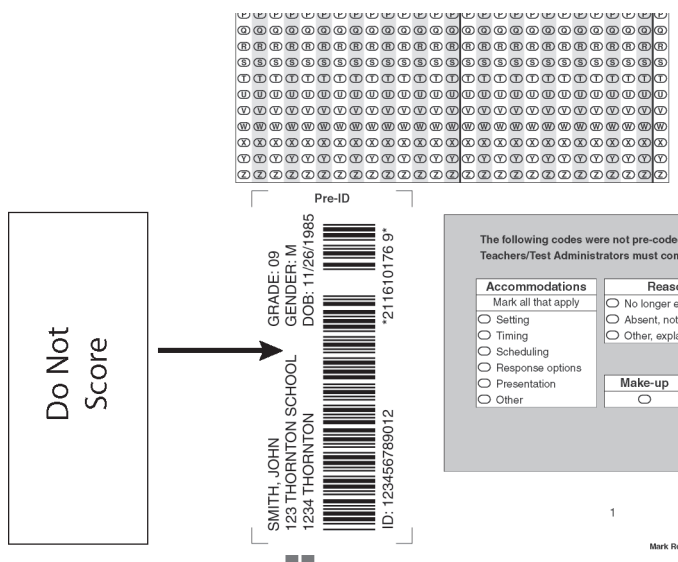
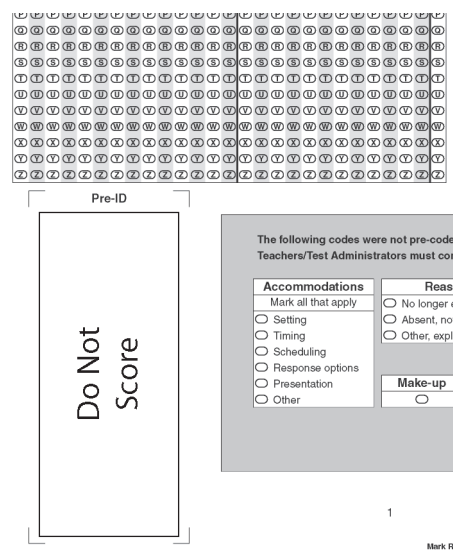


Diagram 2.



Conducting Make-up Testing

Determine which students, if any, need make-up testing. Contact those students as soon as possible and arrange for a make-up test. All make-up tests for English 1, Biology 1/Applied Biology 2, and Physical Science must be completed no later than the last day of your district's testing window for that subject. The Algebra 1/Mathematics for the Technologies 2 make-up tests must be completed by the week after the originally scheduled administration.

- Make-up test materials must be kept in locked storage with the other secure materials and be signed out and signed in as needed. If the STC acts as the make-up administrator, the materials must still be signed out and signed in using the School Security Checklist.
- Make-up tests **must** be administered using the test administration procedures in the *Test Administration Manual*. The "MAKE-UP" bubble **must** be gridded on the student's answer document.
- If any students missed the test and were unable to take a make-up, fill out answer documents with their names, student IDs, and demographic information (or use the pre-ID answer documents, if available). Indicate on the answer documents the reason the test was not taken. Include them with the scorable materials with the class set where the students belong, or, if preferred, submit all documents for students not tested under a different School/Class Header Sheet.

Disposing of Materials Not Returned to the DTC

The STC should separate the following materials from the rest of the test materials.

- *Test Administration Manuals*
- unused School/Class Header Sheets
- any unused generic answer documents. (All unused pre-ID answer documents are considered to be secure materials and **must** be returned with the non-scorables.)
- unused shipping labels
- rulers with no writing
- graph paper with no writing
- Physical Science or Algebra 1/Mathematics for the Technologies 2 handouts with no writing
- unused “Do Not Score” labels

Do not return these materials to the DTC. Make arrangements for the manuals to be discarded, or you may keep them to use as reference materials. You may use the remaining materials at your discretion.

Packaging Materials for Return to the DTC

In preparation for returning materials, please do the following:

- Check that all demographic information on student answer documents is complete and accurate.
- Check that all secure materials received are being returned to the DTC.
- Organize and package the test materials in two groups: scorable and non-scorable materials.

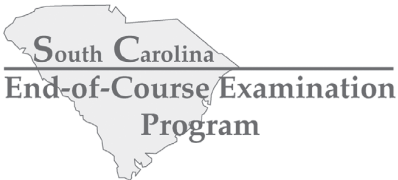
Directions for Returning Scorable Materials

1. Place the paper-banded class sets inside an envelope or folder for return to your DTC.
2. If you have too many answer documents to fit in an envelope, you may use a box to return the materials. Make sure the answer documents are packaged appropriately so they do not shift in transit.
3. Return the scorable materials promptly to your DTC.

Directions for Returning Non-Scorable Materials

Return the non-scorable materials to the DTC using the boxes in which the materials were delivered. Make sure these boxes are sturdy and dry. Remove or cover any previous shipping labels.

1. Complete and sign the School Security Checklist as shown below. Separate the carbonless forms. Return the original with your non-scorable materials. Give the second copy to your DTC along with any signed Test Security Affidavits.



SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC : _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the “Sign Out” and “Sign In” columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the “Packed for Return” column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
272036	Thornton	KT	BD	KT	BD	BD	
272037							
272038							
272039							
272040							
272041							
272042							
272043	Thornton	KT	BD	KT	BD	BD	

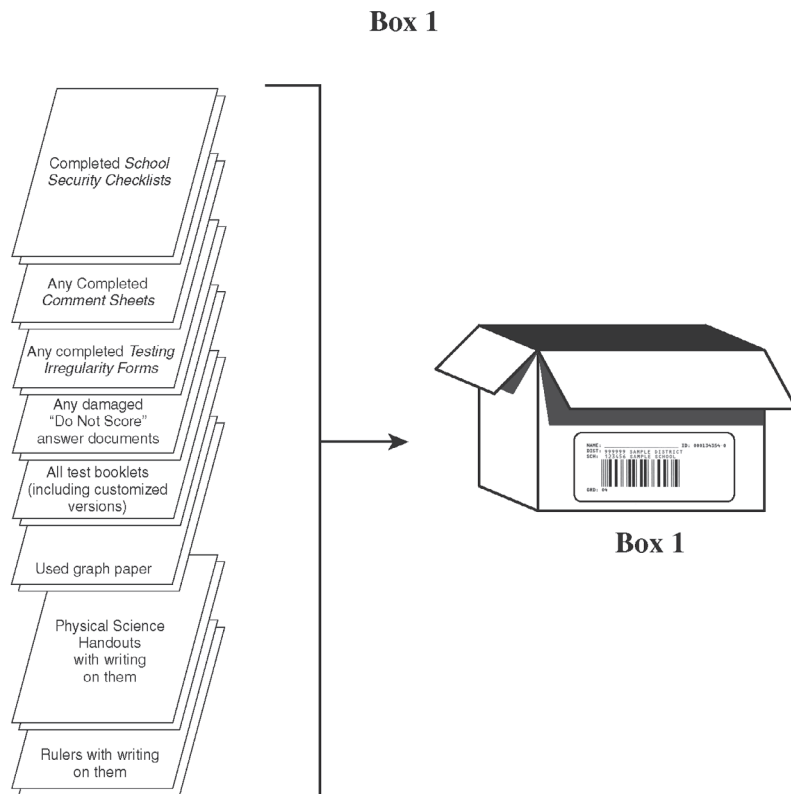
2. Place the following materials in the return box(es) in the order shown in the diagram on the next page.

___ completed School Security Checklists (remember to keep a copy of each for your records)

___ any completed Comment Sheets

___ any completed Testing Irregularity Forms

- ___any damaged or “Do Not Score” answer documents (including unused pre-ID answer documents)
- ___all test booklets (including customized versions, i.e., oral scripts, videotapes, etc.)
- ___used graph paper
- ___Physical Science or Algebra 1/Mathematics for the Technologies 2 handouts with content written on them
- ___rulers with writing on them



3. Fill any empty space in the box(es) with crumpled paper to keep the materials from shifting during shipping.
4. Seal with tape each box in your shipment.
5. Affix a magenta pre-printed return address label marked “non-scorable” on each box. If you need additional return address labels for non-scorable materials, contact your DTC. If you use additional labels, be sure to enter all requested school information on them.
6. On each label, in the area marked “Sch: Box _ of _ ,” write the number of boxes you are returning. For example, a shipment of two boxes would be labeled “Box 1 of 2” and “Box 2 of 2.”
7. Return all non-scorable materials to the DTC within three days of testing.

TEST ADMINISTRATOR'S SECTION

BEFORE TESTING

Test Security Affidavits

Test Security Affidavits will be included in the shipment of materials, or you may photocopy and use the affidavit in Appendix D. Anyone, other than students, who will have access to EOCEP secure test materials, must have a signed Test Security Affidavit on file in the district office for the current school year. Those who sign the affidavits are required to follow the procedures and take the necessary precautions to ensure the security of the test materials at all times.

Pre-ID Answer Document Procedures

Although answer documents are pre-printed with student demographic information, some information on the student demographic page must be gridded by hand, either by the student or by the TA. Instructions for completing demographic information are located in Appendix A.

Prior to testing, each school will receive with the answer documents a pre-ID Student Roster that lists the student information provided through the EOCEP query of the SASI database. (A sample format of the roster can be found on the next page.) The following fields can be pre-identified: Student Name, Student ID Number, Date of Birth, Ethnicity, IEP, Lunch, Migrant, Alternative School Program, 504, Gender, Gifted and Talented, and Language. If a field is blank on the roster, it will need to be hand-gridded on the answer document.

If pre-ID information is incorrect on the Student Roster, **do not use the pre-ID answer document for that student**. Instead, hand-grid all demographic information for that student on a blank answer document and void the pre-ID answer document by placing a “Do Not Score” label over the barcode in the pre-printed area, as shown in the diagram on page 17. Return the voided answer document with the non-scorable materials.

Your STC may instruct you to have students grid their names in the student name field on all answer documents, even though the name may already be pre-printed. Gridding the student's name provides a secondary method for identifying an answer document as belonging to a particular student.

Students Without Pre-ID Answer Documents

If there is no pre-ID answer document for a student, you must use a blank answer document and hand-grid all demographic information.

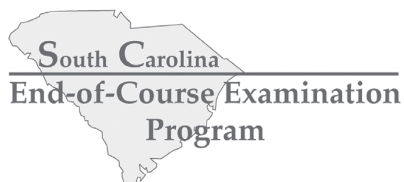
Answer Documents for Students Who Require Customized Test Materials

If you received a pre-ID answer document for a student who needs a customized version of the test, **do not** use the pre-ID answer document. Instead, use the answer document enclosed with the customized materials. All of the student's demographic information must be hand-gridded. Place a “Do Not Score” label on the pre-ID answer document and return it with the non-scorable materials. The hand-gridded answer document will be returned with the scorable materials.

Test Administrator

Page:

1. Make sure you have a signed Test Security Affidavit on file before handling test materials. You are required to sign an affidavit if you do not already have one on file in the district office for the current school year.
2. Your STC will give you the test materials to conduct the test administration.
3. Count the materials you receive to ensure that you have enough for the number of students you are testing.
4. Check the security numbers of the test booklets you receive against the numbers listed on the School Security Checklist.
5. Once you have verified the test booklet count total and the security numbers, initial the School Security Checklist, as illustrated in the following diagram.



SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC : _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the “Sign Out” and “Sign In” columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the “Packed for Return” column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
272036	Thornton	KT	BD				
272037							
272038							
272039							
272040							
272041							
272042							
272043	Thornton	KT	BD				

DURING TESTING

Administering the Test

A trained TA must be in the room **at all times** when secure test materials are not in locked storage. **Do not leave the testing room unattended.** If you must leave the room, another trained TA must take your place before you leave.

It is important to follow these precautions during testing:

- Do not allow students to have their cell phones turned on during testing. Cell phones and PDAs are not allowed on desktops during testing.
- Do not allow students to use extra paper during the test.
- Do not allow students to use pens, crayons, markers, or colored pencils to respond.

- Do not use correction fluid on the answer documents.
- Do not use paper clips, tape, staples, or glue on the answer documents.
- Do not attach removable “sticky” notes to the answer documents.

Handling Disruptions and Irregularities During Testing

If a disruption occurs during testing—for example, a student becomes ill or a fire alarm sounds—please handle the situation appropriately, maintaining security of the test materials. Then, document the situation on the Testing Irregularity Form located in Appendix D. Note the action you took to resolve the situation and document the time students were able to continue with testing once the situation returned to normal. Return this form to the STC with your test materials.

If a student is suspected of cheating, the TA must contact the STC and document the circumstances on the Testing Irregularity Form.

Any student who must leave during testing for any reason (e.g., illness or personal emergency) must be scheduled for make-up testing. Be sure the student’s name is on your list of students who need make-up testing and that all test materials the student was using are labeled with the student’s name.

If you must evacuate the testing room or the building, collect test materials from students as they leave the testing room (provided doing so does not compromise your safety or that of the students).

Identifying Students Who Need Make-Up Testing

TAs must complete the Student Make-up Roster in Appendix D for all students who are absent. Return the completed make-up roster to the STC after testing.

AFTER TESTING

Completing the School/Class Header Sheet

Each TA must complete a School/Class Header Sheet and place it on top of the scorable answer documents. Roster reports will be returned to the district with the teacher’s name listed on the School/Class Header Sheet. **If you want to receive roster reports separated by teacher, a School/Class Header Sheet must be filled out for each teacher.** For example, contrary to state-recommended procedures, some schools may elect to administer the test in a large-group setting. In such cases, the TA must separate the answer documents by the teacher’s name listed at the top of each answer document. A School/Class Header Sheet must be filled out for each teacher’s name and must be placed inside the paper band for each class set in order to receive the roster reports listed by teacher.

The following information must be included on the School/Class Header Sheet:

- School Name
- District Name
- Activity Code—Print and grid the complete Activity Code. (See below for complete directions.)
- Teacher’s Name—Print the name of the students’ teacher in the boxes, left justified, and then fill in the corresponding bubble for each letter of the name.
- BEDS Code
- Home Schooled—Grid the circle only if the answer documents are for home-schooled students.
- Total Answer Documents Returned for Scoring Under this Class Sheet—Print and grid the total number of answer documents being returned for the group after the regular test session.
- Verified by—Sign and print your name.

Definition of Activity Codes

Instructional Activity Code				District Defined		Academic Tag	Unit Tag	Section Number			
1	2	3	4	5	6	7	8	9	10	11	12

Instructional Activity Codes (positions 1–4; high school credit-bearing courses)

Course	Course Code (These are standard codes; however, your district may have other codes.)	
	Grade 8	Grades 9–12
Algebra 1	2111	4111
Mathematics for the Technologies 2		3142
English 1	2011	3011
Physical Science	2211	3211
Biology 1		3221
Applied Biology 2		3227

District Defined Codes (positions 5–6)

Academic Tag (position 7; one of seven GPR weightings)

- A Advanced Placement
- C College
- D Dual credit
- H Honors
- I International Baccalaureate
- P Pre-baccalaureate
- T Tech Prep

Unit Tag – Carnegie Unit Credit (position 8)

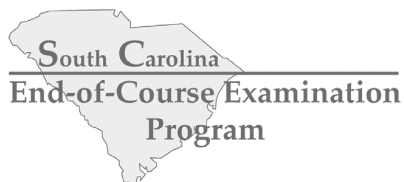
- D two units
- H half unit
- Q quarter unit
- T three units
- W one whole unit

Section Number (positions 9–12, numbers or letters are acceptable; section = class)

Returning Test Materials to the STC

Once the TA fills in the School/Class Header Sheet, complete the following tasks:

1. Make a class set by placing the School/Class Header Sheet on top of the scorable answer documents. Scorable answer documents include all answer documents that have been completely or partially filled out (i.e., students who did not take the test but for whom the TA has gridded the “Reason Not Tested” bubble).
2. Place a paper band around the class set.
3. Account for all test booklets you received and sign-in your test materials to the STC by initialing the School Security Checklist, as shown in the diagram on the following page.



SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC : _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the “Sign Out” and “Sign In” columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the “Packed for Return” column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

Security Number	TA's Last Name	Sign Out		Sign In		Packaged for Return	
		TA Initials	STC Initials	TA Initials	STC Initials	STC Initials	Other Initials
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272037							
272038							
272039							
272040							
272041							
272042							
272043	Thornton	KT	BD	KT	BD		

- If any secure materials are missing (i.e., materials you originally received but did not return), document this situation with as many details as are known and submit the documentation to the STC.
- Alert your STC if any scorable answer documents are damaged.
- Provide your STC with a list of students who need make-up testing. You may use the Student Make-up Roster in Appendix D for this purpose.
- If you have comments or suggestions, please complete the Comment Sheet at the end of this manual and return it with your non-scorable materials to your STC.
- Return all materials to the STC immediately after testing.

GENERAL ADMINISTRATION DIRECTIONS

The information on student answer documents that must be completed by the school may be completed either before or after test administration.

Write your district and school name on the board, or some place where students can read this information to refer to when filling out the answer document. Read aloud the directions in the shaded boxes below. All special directions are printed inside a dotted box to read aloud, if applicable.

DIRECTIONS FOR COMPLETING ANSWER DOCUMENT DEMOGRAPHICS

Begin by reading aloud the script that follows for each subject being administered.

SAY: At this time you must turn off your cell phones and PDAs and put them away. You may not have cell phones or PDAs on your desks during testing.

Pause while students put away their cell phones and PDAs.

SAY: Today you will be answering questions for the South Carolina End-of-Course Examination Program. It is important that you do your best in answering the questions.

Do not talk during the test. If you have any questions while you are working, raise your hand and I will come to your seat.

Pause.

SAY: I will now give each of you an answer document. You may use only Number two lead for this test. Do NOT use pens or ink to mark your answers. If you need another pencil during the test, please raise your hand and I will give you one.

Hand out pencils as necessary and distribute answer documents. Ensure that each student with a pre-ID answer document receives the document with his or her name pre-printed on it. The student whose name is printed on the pre-identified answer document will receive the test scores. Therefore, it is imperative that all students receive the correct pre-ID answer documents.

SAY: Look at side one of your answer document. Find the place where your name is printed.

Hold up a blank answer document and point to the appropriate place.



Raise your hand if you have the wrong answer document or your name is not printed on your answer document.

Pause while students check for their names.

You may be directed by your STC to use the student name coding directions in the dotted box below for students with pre-ID answer documents. Some districts may choose to have students print and grid their names on pre-ID answer documents as a second check for identifying an answer document as belonging to a particular student.

Continue reading the script below. Only read the directions in the dotted boxes if applicable.

For students using customized versions of the test, read aloud the directions in the next section titled, “Directions For Completing Customized Answer Document Demographics.”



Find the place where it says “District Name,” “School Name,” and “Teacher Name.”

Hold up a document and point to the appropriate places.



Print our district and school names, and then print my name (or print the name of your regular teacher) in the “Teacher Name” area as I have written here. Point to the location where you have written the information.

Pause to allow students to complete the information.



Next, you will fill out the spaces for your name. Find the section labeled “Last Name,” “First Name,” and “M.”

Pause. Hold up a document and point to the appropriate place, if necessary.



In the first section, print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.

Pause.



In the section labeled “First Name,” print each letter of your first name. Do not print a nickname or shortened first name. In the box labeled “M,” print the first letter of your middle name.

Pause.



Now go back to the box where you wrote the first letter of your last name. Darken the appropriate circle under each letter of your last name. Then darken the circles for the letters in your first name and for your middle initial.

Pause to provide help as needed.

SAY: Find the box labeled “Test Date.” In the “Month” column, darken the circle for (*say the current month*). Beneath the box labeled “Day,” write in (*say today’s date*) and darken the circles below that correspond to today’s date.

Pause while students fill in information.

Answer documents for the Algebra 1/Mathematics for Technologies 2 and English 1 tests require students to fill in the Form Number of the test booklets they are using. Instructions for completing this section will be addressed in the administration directions for the respective subjects.

SAY: Now find the section labeled “Grade.” Darken the circle for your current grade.

Pause while students fill in information.

SAY: Find the section for your current course and darken the circle that corresponds to the course in which you are currently enrolled.

Pause while students fill in information.

SAY: Raise your hand if you have questions or need additional time to complete the information.

Wait until all students have finished.

SAY: I am going to give each of you a test booklet. When you get your test booklet, leave it unopened on your desk.

Place a test booklet in front of each student.

SAY: Print your name in the upper right-hand corner of the test booklet where it says “Name.”

Pause. Check to make sure students have printed their names on the booklets.

SAY: If you have any questions before we begin, raise your hand and I will help you.

Pause to answer any questions.

DIRECTIONS FOR COMPLETING CUSTOMIZED ANSWER DOCUMENT

DEMOGRAPHICS

STCs/TAs have the option of completing the demographic information before testing or allowing students to complete it. If the students complete the information, use the script below.

SAY: Find the place where it says “District Name,” “School Name,” and “Teacher Name.”

Hold up a document and point to the appropriate place.

SAY: Print the district and school name and print my name (or print the name of your regular teacher) in “Teacher Name” area as I have done here. Point to the location where you have written the information.

Pause while students complete the information.

SAY: Next, you will fill out the spaces for your name. Find the section labeled “Last Name,” “First Name,” and “M.”

Pause. Hold up a document and point to the appropriate place.

SAY: In the first section, print your last name. Start at the left and print one letter in each box. Print as many letters of your last name as will fit in the boxes provided.

Pause.

SAY: In the section labeled “First Name,” print each letter of your first name. Do not print a nickname or shortened first name. In the box labeled “M.,” print the first letter of your middle name.

Pause.

SAY: Now go back to the box where you wrote the first letter of your last name. Darken the appropriate circle under each letter of your last name. Then darken the circles for the letters in your first name and for your middle initial.

Pause.

SAY: Find the box labeled “Date of Birth.” In the “Month” column, darken the circle for the month you were born. Then write in the boxes the day you were born and the last two numbers of the year you were born. Darken the circles below that correspond to those numbers.

Pause while students fill in information.

SAY:

Find the box labeled “Test Date.” In the “Month” column, darken the circle for (*say the current month*). Beneath the box labeled “Day,” write in (*say today’s date*) and darken the circles below that correspond to today’s date.

Pause while students fill in information.

SAY:

Darken the circle for your ethnicity. Only one circle may be darkened.

Pause while students fill in information. For a definition of the options, see the chart in Appendix A on page A3.

SAY:

Find the section for your current course and darken the circle that corresponds to the course in which you are currently enrolled.

Pause while students fill in information.

SAY:

Now find the section labeled “Gender.” Darken the circle that applies.

Pause while students fill in information.

SAY:

Find the section labeled “Grade.” Darken the circle for your current grade.

Pause while students fill in information.

SAY:

If you have any questions before we begin, raise your hand and I will help you.

Pause to answer any questions.

DIRECTIONS FOR ADMINISTERING THE ALGEBRA 1/MATHEMATICS FOR THE TECHNOLOGIES 2 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

SAY:

Look at the bottom right-hand corner of your test booklet cover for the form number. The word “FORM” is printed with a number written beside it. Look on side one of your answer document and find the box labeled “Form Number.” Print the form number from your test booklet on the answer document, including any zeros. Darken the corresponding bubbles below.

Pause. Check to make sure students have correctly gridded the form number.

SAY:

Turn to the reference sheet at the beginning of your test booklet. You may either tear the page out or turn to it for reference during the test.

Pause to allow students to remove the page.

SAY:

I am going to give each of you a ruler and a sheet of graph paper.

Distribute a 6-inch card stock ruler and a sheet of graph paper to each student.

Read this section if students will be using calculators.

SAY:

You may use a calculator during this test. If you have your own calculator, the memory must be cleared before and after testing. If you need a calculator, raise your hand and I will give you one.

Make sure the memories of all calculators are cleared (reset) in accordance with the requirements provided on page 9 of this manual.

SAY:

This test is not timed. Please do your best work.

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then complete the student questionnaire located at the end of your test booklet. Record your answers in the box labeled “Questionnaire Responses” on your answer document. Then complete the Stop Time box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.



When you have finished the student questionnaire, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).



Open your test booklets to page 1 and follow along as I read the directions out loud.

Pause.



There are fifty questions on this test. Each test question has only one correct answer. Read each question carefully. Then mark your answer on your answer document using only a number two pencil. Completely darken the bubble for your response. If you change an answer, completely erase the first answer you marked.

You may use the graph paper, the ruler, and a calculator in answering the questions, but you do not have to. You should do all scratch work in your test booklet, but you may use the graph paper if you need extra room to work on the problems. You may refer to the Reference Information sheet located inside the front cover of your test booklet.

Notes:

- (1) Figures are drawn as accurately as possible except when it is stated that a figure is not drawn to scale. All figures lie in a plane unless otherwise noted.**
- (2) All numbers used are real numbers. All algebraic expressions represent real numbers unless otherwise stated.**

Pause.



Does anyone have any questions?

Pause to answer any questions.



Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (say the current time).

Pause while students write in the Start Time.



You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed,



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work, complete the student questionnaire, and then complete the Stop Time box.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and completed the Student Questionnaire.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE ENGLISH 1 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

SAY:

Look at the bottom right-hand corner of your test booklet cover for the form number. The word “FORM” is printed with a number written beside it. Look on side one of your answer document and find the box labeled “Form Number.” Print the form number from your test booklet on the answer document, including any zeros. Darken the corresponding bubbles beneath.

Pause. Check to make sure students have correctly gridded the form number.

SAY:

This test is not timed. Please do your best work.

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may review your work and then complete the student questionnaire located at the end of your test booklet. Record your answers in the box labeled “Questionnaire Responses” on your answer document. Then complete the Stop Time box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY:

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

SAY:

Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

SAY:

There are sixty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, and mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change your answer, be sure to erase completely the first answer you marked.

You may not use a dictionary or thesaurus on this test.

Pause.



Does anyone have any questions?

Pause to answer any questions.



Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (say the current time).

Pause while students write in the Start Time.



You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.



Please stop. Put down your pencil and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed,



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work, complete the student questionnaire and then complete the Stop Time box.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and completed the Student Questionnaire.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE BIOLOGY 1/APPLIED BIOLOGY 2 TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

SAY:

This test is not timed. Please do your best work.

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then complete the student questionnaire located at the end of your test booklet. Record your answers in the box labeled “Questionnaire Responses” on your answer document. Then, complete the Stop Time box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY:

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

SAY:

Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

SAY:

There are fifty-five multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.

Please do all scratch work in your test booklet.

Pause.

SAY:

Does anyone have any questions?

Pause to answer any questions.

SAY:

Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (say the current time).

Pause while students write in the Start Time.



You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.



Please stop. Put your pencil down and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed,



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work, complete the student questionnaire, and then complete the Stop Time box.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and completed the Student Questionnaire.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-Up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

DIRECTIONS FOR ADMINISTERING THE PHYSICAL SCIENCE TEST

Begin reading this script after you have read the directions for completing the demographic information on the student answer documents.

SAY:

This test is not timed. Please do your best work.

Turn your answer document over to side two. Find the place for answering the test questions.

When you have finished taking the test, you may go back and check your work. Then complete the student questionnaire located at the end of your test booklet. Record your answers in the box labeled “Questionnaire Responses” on your answer document. Then, complete the Stop Time box.

During the test, I can answer questions about the directions but not about the test questions. Are there any questions before we begin?

Pause to answer any questions.

SAY:

When you have finished, close your test booklet, raise your hand, and I will collect your test materials.

Explain what students should do after you collect their test materials (e.g., read quietly at their seats or leave the room, if provisions have been made).

SAY:

Open your test booklets to page one and follow along as I read the directions out loud.

Pause.

SAY:

There are sixty multiple-choice questions on this test. Each test question has only one correct answer. Read each question carefully, then mark your answer on your answer document using a number two pencil only. Completely darken the bubble for your response. If you change an answer, be sure to erase completely the first answer you marked.

Please do all scratch work in your test booklet. You may tear out and refer to the Periodic Table of the Elements and Equation Reference Sheet in the front of your test booklet, as necessary, during the test.

Pause.

SAY:

Does anyone have any questions?

Pause to answer any questions.



Find the box labeled Start Time. Darken the bubbles closest to the current time. It is now _____ (say the current time).

Pause while students write in the Start Time.



You may begin working now.

Circulate among the students to make certain they are marking their answers in the correct section on their answer documents.

B R E A K * B R E A K * B R E A K * B R E A K * B R E A K * B R E A K

If you decide to give the students a short break during testing, read the following directions.



Please stop. Put your pencil down and put your answer document inside your test booklet. Close your test booklet. We are going to take a short break. Stand up by your desk. Stretch your arms and legs. DO NOT TALK.

During the break, you may allow students to go to the restroom, provided NO TALKING is permitted and a monitor accompanies students into the restroom. DO NOT leave the test materials unattended.

After sufficient time has passed,



Please sit down. Let's finish the test. Open your test booklet and begin working where you left off. When you are finished with the test, check your work, complete the student questionnaire, and then complete the Stop Time box.

As each student finishes the test, collect the student's test materials. Make sure that the student coded the "Stop Time" on the answer document and completed the Student Questionnaire.

Allow students who have finished to read materials other than textbooks for the subject being tested or to leave (if provisions have been made). Be sure that all test materials are returned to the STC immediately after testing.

Note: Answer documents left inside test booklets will not be scored.

Complete the Comment Sheet (optional), return all testing materials to the STC, and initial the School Security Checklist. Do not keep any materials for make-up testing.

Be sure to provide the STC with the completed Student Make-up Roster for any students who require make-up testing. The STC will schedule and notify these students for make-up testing.

CODING OF ANSWER DOCUMENTS

There are two types of answer documents: answer documents for use with the regular test forms and **green** answer documents for use with customized test forms. For purposes of coding, an answer document will be considered pre-ID (pre-identified) if the student demographic information is preprinted on the document.

Answer documents for regular test forms. Answer documents will be printed with pre-ID information. Any demographic data that was not transmitted through precode must be hand-gridded on the pre-ID answer documents.

Pre-ID data will override hand-gridded data. If any demographic data transmitted through precode needs to be corrected, hand-grid a blank, non-precoded answer document and place a Do Not Score label on the pre-ID document.

Answer documents (green) for customized test forms. If a student requiring a customized test form has a pre-ID answer document, DO NOT use it. Apply a “Do Not Score” label to the pre-ID answer document, and return it with the non-scorable materials.

Green answer documents must be used with customized test materials and are included with the customized materials. No precoding is available for green answer documents; therefore, all the student demographic information must be hand-gridded.

DEMOGRAPHIC FIELDS

All applicable demographic fields printed on the answer documents must be completed on both pre-ID and non-pre-ID answer documents. The following fields, except for the student name, could not have been submitted through precode and must be completed for all answer documents.

- **District Name**
- **School Name**
- **Teacher Name**
- **Student Name**—Use legal names and not nicknames. (Some districts may choose to have students print and grid their names on pre-ID answer documents as a second check for identifying an answer document as belonging to a particular student.)
- **Test Date**—Provide the month and the day the test was taken.
- **Form Number** (if applicable)—Provide the form number printed on the student’s test booklet cover.
- **Grade**
- **Current Course**
- **Accommodations**—Indicate all accommodations that the student received during testing. Appendix C lists descriptions of all accommodations.

APPENDIX A

- **Modifications**—Indicate modifications that the student received during testing for the English 1 test. Appendix C lists descriptions of modifications.
- **Reason Not Tested**—All students who should have taken the test but did not must have a completed answer document specifying the reason they were not tested.
- **Make-Up**—Indicate if the test was administered as a make-up.
- **IEP**—The following classifications were not transmitted through precode and must be hand-coded. Indicate all that apply.

PM = Profoundly Mentally Disabled

OT = Other Health Impaired

TB = Traumatic Brain Injury

DB = Deaf – Blindness

M = Multiple – Disabled

- **Customized Materials (green answer documents only)**—Indicate all customized materials that the student used.

THE FOLLOWING DATA COULD HAVE BEEN PROVIDED THROUGH PRE-ID

The following demographic data could have been submitted through precode. If the information was submitted during the fall query, you do not have to hand-code the information on the answer documents. If the information was not submitted, use the directions below and hand-grid the information.

- **Student ID Number**—Begin writing the number in the first box.
- **Date of Birth**
- **Ethnicity**—Only one selection is possible. See the table on the next page for a list of descriptions.

APPENDIX A

African American—The student has origins in any of the original racial groups of Africa (not of Hispanic origin).

African American/Native American —The student has origins that reflect both African American and Native American heritage.

Asian—The student has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hawaiian-Pacific Islander—The student has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic—The student is a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race.

Native American—The student has origins in any of the original peoples of North and South America (including Central America), and maintains cultural identification through affiliation or community recognition.

White—The student has origins in any of the original peoples of Europe, North Africa, or the Middle East (not of Hispanic origin).

White/African American—The student has origins that reflect both White and African American heritage.

White/Native American—The student has origins that reflect both White and Native American heritage.

White/Asian—The student has origins that reflect both White and Asian heritage.

Other—The student has origins that are different from those listed above.

- **IEP (Precoded classifications)**—Code either “None” or one or more of the following codes, as indicated by the student’s IEP.

None = Not officially recorded as disabled
 SP = Speech or Language Impaired
 H = Hearing Impaired
 V = Visually Impaired
 OR = Orthopedically Impaired
 AU = Autism
 ED = Emotionally Disabled
 LD = Learning Disability
 EM = Educable Mentally Disabled
 TM = Trainable Mentally Disabled

- **L (Lunch)**

No = The student is not eligible for free or reduced-price lunch status.
 F = The student is eligible for free lunch status.
 R = The student is eligible for reduced-price lunch status.

APPENDIX A

- **Migrant**

No = The student is not a migratory student.

Yes = The student is a migratory student. A migratory student is a student who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding thirty-six months, in order to obtain temporary or seasonal employment in agricultural or fishing work:

- Has moved from one school district to another, or
- Resides in a school district more than 15,000 square miles, and migrates a distance of twenty miles or more to a temporary residence to engage in a fishing activity.

- **AI Sch (Alternative School Program)**

No = The student is not in an alternative school program.

Yes = The student is or has been enrolled during the current school year in a program “designed to provide appropriate services to students who for behavioral or academic reasons are not benefiting from regular school program or may be interfering with the learning of others.” (South Carolina Code of Laws, 1976 [as amended, 1990]; Chapter 63, Title 59, Article 13; Section 59-63-1300).

- **504 (504 Accommodations Plan)**

No = The student does not have a 504 Accommodations Plan.

Yes = The student has a 504 Accommodations Plan.

- **Gender**

- **G (Gifted and Talented) – for blue answer documents only**

Note: An AP program is **not** an academically/artistically gifted program.

No = The student does not participate in either the academically gifted and talented or artistically gifted and talented classes/programs offered in the district.

Academic = The student is served in any of the (district- or state-funded) academically gifted and talented classes/programs offered in the district.

Artistic = The student is served in any of the (district- or state-funded) artistically gifted and talented classes/programs offered in the district.

Both = The student is served in any of the (district- or state-funded) academically and artistically gifted and talented classes/programs offered in the district.

- **Language**

Waiver = Student requires ESOL services but is not receiving them based on parent-signed waiver.

Full LEP = Student is receiving full complement ESOL services based on his or her language assessment score.

Full Mainstreamed = Based on his or her language assessment score of “fully proficient,” student is receiving one to four hours of ESOL service per week.

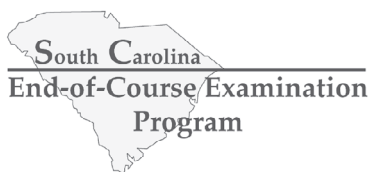
Exited = Student received ESOL services but has transitioned out of Mainstreamed status.

English Speaker = (no description)

SCANNABLE FORMS

In this appendix, you will find a sample of the following forms:

- School/Class Header Sheet
- Answer Documents



Algebra 1 / Mathematics for the Technologies 2

District Name

School Name _____

Teacher Name _____

Please print. (Use only No. 2 lead.)

[illegible]

Pre-ID

Test Date			Form #		Grade
Month	Day				
<input type="radio"/> Jan					<input type="radio"/> 07
<input type="radio"/> Feb					<input type="radio"/> 08
<input type="radio"/> Mar	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="radio"/> 09
<input type="radio"/> Apr	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="text" value="1"/>	<input type="radio"/> 10
<input type="radio"/> May	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="text" value="2"/>	<input type="radio"/> 11
<input type="radio"/> Jun	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="radio"/> 12
<input type="radio"/> Jul		<input type="text" value="4"/>	<input type="text" value="4"/>	<input type="text" value="4"/>	
<input type="radio"/> Aug		<input type="text" value="5"/>	<input type="text" value="5"/>	<input type="text" value="5"/>	
<input type="radio"/> Sep		<input type="text" value="6"/>	<input type="text" value="6"/>	<input type="text" value="6"/>	
<input type="radio"/> Oct		<input type="text" value="7"/>	<input type="text" value="7"/>	<input type="text" value="7"/>	
<input type="radio"/> Nov		<input type="text" value="8"/>	<input type="text" value="8"/>	<input type="text" value="8"/>	
<input type="radio"/> Dec		<input type="text" value="9"/>	<input type="text" value="9"/>	<input type="text" value="9"/>	

Current Mathematics Course
<input type="radio"/> Algebra 1
<input type="radio"/> Mathematics for the Technologies 2
<input type="radio"/> Other

The following codes were not pre-coded for the Spring 2004 Administration.
Teachers/Test Administrators must complete these codes for all students, if applicable.

Accommodations	Reason Not Tested	IEP
Mark all that apply	<input type="radio"/> No longer enrolled <input type="radio"/> Absent, not tested <input type="radio"/> Other, explanation may be required	<input type="radio"/> PM <input type="radio"/> TB <input type="radio"/> OT <input type="radio"/> DB <input type="radio"/> M
<input type="radio"/> Setting <input type="radio"/> Timing <input type="radio"/> Scheduling <input type="radio"/> Response options <input type="radio"/> Presentation <input type="radio"/> Other	Make-up <input type="radio"/>	

APPENDIX B

Algebra 1 / Mathematics for the Technologies 2

The following codes could have been transmitted through pre-code. Teachers/Test Administrators must complete the fields that were not transmitted by your district.

Student ID No.												Date of Birth			Ethnicity			IEP	
												Month	Day	Year				Mark all that apply	
												<input type="radio"/> Jan		19		<input type="radio"/> African American	<input type="radio"/> None		
												<input type="radio"/> Feb				<input type="radio"/> African American/American Indian	<input type="radio"/> SP	<input type="radio"/> ED	
												<input type="radio"/> Mar	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> American Indian	<input type="radio"/> H	<input type="radio"/> LD	
												<input type="radio"/> Apr	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> Asian	<input type="radio"/> V	<input type="radio"/> EM	
												<input type="radio"/> May	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> Hawaiian/Pacific Islander	<input type="radio"/> OR	<input type="radio"/> TM	
												<input type="radio"/> Jun	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> Hispanic	<input type="radio"/> AU		
												<input type="radio"/> Jul	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> White			
												<input type="radio"/> Aug	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> White/African American			
												<input type="radio"/> Sep	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> White/American Indian			
												<input type="radio"/> Oct	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> White/Asian			
												<input type="radio"/> Nov	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> Other			
												<input type="radio"/> Dec	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9				

L

☐ No
☐ F
☐ R

Migrant

☐ No
☐ Yes

AI Sch

☐ No
☐ Yes

504

☐ No
☐ Yes

Gender

☐ Male
☐ Female

G

☐ No
☐ Academic
☐ Artistic
☐ Both

IEP

Mark all that apply

☐ None
☐ SP
☐ ED
☐ H
☐ LD
☐ V
☐ EM
☐ OR
☐ TM
☐ AU

Language

☐ Waiver
☐ Full LEP
☐ Full Mainstreamed
☐ Exited
☐ English Speaker

Answers (Use only No. 2 lead.)				
1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	25. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D
2. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	14. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	26. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	38. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	50. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I
3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	27. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
4. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	16. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	28. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	40. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	
5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
6. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	18. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	30. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	42. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	
7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
8. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	20. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	32. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	44. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	
9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	21. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
10. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	22. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	34. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	46. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	
11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	23. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D	
12. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	24. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	36. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	48. <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I	

Questionnaire Responses	
1. (A) (B)	10. (A) (B) (C) (D) (E)
2. (A) (B) (C) (D)	11. (A) (B) (C) (D) (E)
3. (A) (B) (C) (D)	12. (A) (B)
4. (A) (B) (C)	13. (A) (B) (C) (D) (E)
5. (A) (B) (C)	14. (A) (B) (C) (D) (E)
6. (A) (B) (C) (D) (E) (F)	15. (A) (B)
7. (A) (B) (C) (D) (E)	16. (A) (B)
8. (A) (B) (C) (D)	17. (A) (B) (C) (D)
9. (A) (B) (C) (D) (E)	18. (A) (B) (C) (D) (E)

Start Time		Stop Time	
Hour	Min.	Hour	Min.
7 12	00	7 12	00
8 1	15	8 1	15
9 2	30	9 2	30
10 3	45	10 3	45
11 4		11 4	

APPENDIX B

English 1

Answers (Use only No. 2 lead.)				
1. (A) (B) (C) (D)	13. (A) (B) (C) (D)	25. (A) (B) (C) (D)	37. (A) (B) (C) (D)	49. (A) (B) (C) (D)
2. (F) (G) (H) (I)	14. (F) (G) (H) (I)	26. (F) (G) (H) (I)	38. (F) (G) (H) (I)	50. (F) (G) (H) (I)
3. (A) (B) (C) (D)	15. (A) (B) (C) (D)	27. (A) (B) (C) (D)	39. (A) (B) (C) (D)	
4. (F) (G) (H) (I)	16. (F) (G) (H) (I)	28. (F) (G) (H) (I)	40. (F) (G) (H) (I)	
5. (A) (B) (C) (D)	17. (A) (B) (C) (D)	29. (A) (B) (C) (D)	41. (A) (B) (C) (D)	
6. (F) (G) (H) (I)	18. (F) (G) (H) (I)	30. (F) (G) (H) (I)	42. (F) (G) (H) (I)	
7. (A) (B) (C) (D)	19. (A) (B) (C) (D)	31. (A) (B) (C) (D)	43. (A) (B) (C) (D)	
8. (F) (G) (H) (I)	20. (F) (G) (H) (I)	32. (F) (G) (H) (I)	44. (F) (G) (H) (I)	
9. (A) (B) (C) (D)	21. (A) (B) (C) (D)	33. (A) (B) (C) (D)	45. (A) (B) (C) (D)	
10. (F) (G) (H) (I)	22. (F) (G) (H) (I)	34. (F) (G) (H) (I)	46. (F) (G) (H) (I)	
11. (A) (B) (C) (D)	23. (A) (B) (C) (D)	35. (A) (B) (C) (D)	47. (A) (B) (C) (D)	
12. (F) (G) (H) (I)	24. (F) (G) (H) (I)	36. (F) (G) (H) (I)	48. (F) (G) (H) (I)	

Questionnaire Responses
1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C)
4. (A) (B) (C)
5. (A) (B)
6. (A) (B) (C) (D) (E)

Start Time		Stop Time	
Hour	Min.	Hour	Min.
7 12	00	7 12	00
8 1	15	8 1	15
9 2	30	9 2	30
10 3	45	10 3	45
11 4		11 4	

APPENDIX C

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APPENDIX C

A. GENERAL INFORMATION

1. Definition of an Individual with Disabilities

A student with a documented disability is one who has been evaluated and found to meet the eligibility criteria for enrollment in special education as defined by the Individuals with Disabilities Education Act (IDEA 97) and South Carolina State Board of Education Regulation 43-243.1 or one who has a disability covered under Section 504 of the Rehabilitation Act of 1973.

2. IEP and 504 Plan Requirements

- Students with a current Individualized Education Program (IEP) or 504 plan who are enrolled in courses in which the curriculum standards corresponding to the EOCEP tests are taught, regardless of course name or number, **must participate** in the appropriate tests. Students may participate in the assessment in the same manner as other students or with accommodations or modifications.
- The IEP or 504 plan team determines **how** a student with disabilities participates in the EOCEP. Decisions about accommodations or modifications must be made on an individual student basis, not on the basis of the category of disability.
- Accommodations, modifications, and/or supplemental materials and devices must be consistent with those used routinely in classroom instruction and assessment throughout the school year. Any accommodations, modifications, and supplemental materials and devices used for instruction and assessment must be documented in the student's IEP or 504 plan.

3. Monitor Statement

The recommendations regarding monitors (see page 8) also apply to the testing of students with disabilities. A Test Administrator (TA) must be in the room at all times when materials are not in locked storage, even if a monitor is present.

4. Special Circumstances and Requests

The IEP team or 504 plan team may determine a student requires an accommodation, modification, or supplemental device that is not specifically addressed in this Appendix. The DTC should use the form located in Section H of this appendix to request the use of specific accommodations, modifications, or supplemental materials or devices during testing. Fax this form to Courtney Johnson at (803) 734-8527. If you have further questions, contact Courtney at jcjohnso@sde.state.sc.us or (803) 734-3552.

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B. ACCOMMODATIONS

1. Definition of an Accommodation

An accommodation is defined as a change in the testing environment, procedures, or presentation that does not alter what the test measures or the comparability of scores. The purpose of accommodations is to enable students to participate in an assessment in a way that allows knowledge and skills to be assessed rather than disabilities.

2. Examples of Accommodations

Table I presents examples of accommodations typically used by students to access the EOCEP.

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud to self, repeating/signing directions, oral/signed administration, customized forms
Response Options	non-verbal indication of answer choices, dictation of responses, braille responses, responding in the test booklet or separate pages
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section H

Setting

The EOCEP may be administered in a setting appropriate to the student's individual needs. Setting accommodations may include the following:

- preferential seating in the classroom.
- separate location with minimal distractions.
- small group in a separate location.
- individual in a separate location.

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Timing

The EOCEP tests are not timed. Students may take as long as they need to complete the tests during the school day when possible. Timing accommodations may include the following:

- frequent breaks in the testing room without contact with other students.
- extended breaks that may involve contact with other students. To maintain test security, the TA must monitor the breaks to ensure that the student does not talk about the test.

Scheduling

The student may take portions of the EOCEP over several days, as long as all testing is completed by the last day of make-up testing. Scheduling accommodations may include the following:

- administering the test in the afternoon rather than the morning.
- administering the test in one day with one or several testing sessions per day.
- administering the test over several days with one or several testing sessions per day.

Presentation

The student may require presentation accommodations or a customized format of the test. These accommodations may include the following:

- **Highlighting within the test** – The TA may highlight key words or phrases for students in the directions. For example, TAs may highlight phrases such as “use complete sentences” or “show your work” in the student’s test booklet. The **student** may highlight words, phrases, sentences, etc., in test items.
- **Cues** – The TA may write cues, use cue symbols, or verbally cue in the **directions** of the test booklet (e.g., providing arrows and stop signs).
- **Student reading test aloud to himself/herself** – A student may read the test questions aloud to himself/herself. This accommodation requires an individual administration of the test.
- **Student repeating/signing directions to the TA or interpreter** – The student may ask for clarification of the directions or sign the directions to demonstrate his or her understanding.
- **Directions in sign language** – TAs may sign, cue, or communicate through a sign language interpreter or transliterator directions or other information that is normally read aloud to students. This does **NOT** require a signed administration script or videotapes.

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- **Oral/Signed administration** – Oral and signed administrations of Algebra 1/Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science tests are accommodations, because these tests assess knowledge of content standards, not reading ability. (Administering the English 1 test orally or in sign language to the student is a modification.)
 - **Oral Administration Script** – must be used if the TA reads the directions, questions, and most answer choices to the student. Oral scripts are available for all subjects.
 - **Sign Language Videotapes** – are available in Biology 1/Applied Biology 2, English 1, and Physical Science for students who use Pidgin Signed English (PSE) or American Sign Language (ASL).
 - **Sign Language Script** – is available for Algebra 1/Mathematics for the Technologies 2 for students who use PSE, ASL or Signed Exact English (SEE). One script contains all sign language versions.
- **Using customized forms** – The DTC must order these from the contractor. For more information about customized forms see Section D, page C-8 of this Appendix.

Response Options

The student may require an alternative method of responding to a test question. The procedures for using the alternative response options are in Section F, page C-11, of this Appendix. Response options may include the following:

- **Non-verbal indication of answer choices** – Students may indicate their answer choices non-verbally (e.g., by pointing or using an augmentative communication device).
- **Dictation of responses** – The student may indicate his or her answers to the TA. This option is available only if testing students individually.
- **Braille responses** – Students may use a braillewriter, slate and stylus, or electronic braille note-taking device.
- **Responding in the customized test booklet or separate pages** – Students may mark their responses directly in the their test booklets or on separate pieces of paper.

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C. MODIFICATIONS

1. Definition of a Modification

A modification is defined as a change in the testing environment, procedures or presentation that **changes the meaning of the test scores**. Modifications compromise the validity and alter the meaning and comparability of test scores.

Note: The student's permanent record and any other school documents that contain scores from a modified administration must state that the student used modifications and that the test results may not reflect performance with respect to the curriculum standards for his or her grade.

2. Examples of Modifications

Table II presents examples of modifications typically used to access each content area of the EOCEP.

Table II — Modifications for EOCEP

Subject	Examples
English 1	Oral/signed administration
Algebra 1/Mathematics for the Technologies 2	None
Biology 1/Applied Biology 2	None
Physical Science	None

Oral/Signed Administration of English 1

An **Oral Administration Script** must be used to conduct an oral administration of English 1 tests. This script contains instructions for the TA to read the passages, test questions, and most answer choices to the students.

Customized sign language **Videotapes** for English 1, available in PSE or ASL, must be used during the signed administration of the ELA test if the student requires signing of the passages, test questions, and some answer choices.

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D. CUSTOMIZED MATERIALS

Customized test materials will be provided as ordered by the district. No overage will be sent. The table below presents the types of customized materials used during EOCEP as well as packing information.

Table III — Customized Materials (Form C) for EOCEP

Test Materials	Description	Packaging	Other
Loose Leaf	printed one-sided, one item per page, 3-hole punched, placed in a binder	includes customized answer document and any special directions	may be used with the oral script or sign language script/videotapes transcribe student's responses to a customized answer document
Large Print	9"x12" x 2 1/4" spiral- bound, 18-point, sans serif font	includes customized answer document, large-print reference sheet, and any special directions	may be used with the oral script or sign language script/videotapes transcribe student's responses to a customized answer document
Braille	11 1/2" x 11" interpoint braille pages, spiral bound	includes customized answer document and braille reference sheets regular Print Form C test booklet and TA notes will be packaged separately	may be used with the oral script transcribe student's responses to a customized answer document
Regular Print Form C	8 1/2" x 11" double-sided, saddle-stitched and printed in 12-point font	shrink-wrapped in packets	used with an oral script or sign language script/videotapes
Oral Script	8 1/2"x11" double-sided, saddle-stitched and printed in 12-point font	packaged individually by subject	used with the Regular Print Form C test booklets or other customized forms oral scripts ordered one per <u>TA</u> ; regular Print Form C ordered one per <u>student</u>
Sign Language Script/ Videotape	Algebra 1/Mathematics for the Technologies 2 has a sign language script in ASL, PSE and SEE English 1, Biology 1/Applied Biology 2, and Physical Science have sign language videotapes in ASL and PSE	packaged individually by subject	used with Regular Print Form C test booklets

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1. **Loose-Leaf Test booklets** – These test booklets are printed single-sided in 3-ring binders. The individual pages can be removed so that the students can write or type answers. This form also contains one test item per page. The TA may remove and reinsert the pages for the student. Students' responses must be transcribed to a customized answer document.
2. **Large Print Test booklets** – This form should be used with students who have difficulty reading text in a standard size font. The large print version is a 9"×12" spiral-bound booklet in 18-point sans serif type. Students' responses must be transcribed to a customized answer document.
3. **Braille Test booklets** – This form should be used with students who read classroom materials in braille. The braille version is spiral bound with 11½" x 11" interpoint braille pages. Students' responses must be transcribed to a customized answer document.
4. **Regular Print Form C Test booklets** – This form is provided in test packets for students or TAs to use with other customized formats such as the oral script, braille, and sign language versions.
5. **Oral Administration Script** – Scripts provide the directions to TAs regarding the appropriate way to read test questions and some answer choices to the students. The DTC must order the oral script through the test contractor according to the number of TAs that need them.
6. **Sign Language Script/Videotapes** – There is a sign language script for the Algebra 1/ Mathematics for the Technologies 2. The script includes test directions, questions and some answer choices. The script contains directions to the TA to sign questions in ASL, PSE and SEE. The sign language videotapes for English 1, Biology 1/Applied Biology 2, and Physical Science include the test directions, questions, and some answer choices. Videotapes are available for students in ASL and PSE.

APPENDIX C

E. SUPPLEMENTAL MATERIALS AND DEVICES

Students should be reminded to wear prescribed eyeglasses or hearing aids for testing.

Students with disabilities may use the following supplemental materials in conjunction with any test form. Supplemental materials and devices should be those used with the student's daily instruction and documented in the IEP or 504 plan. **If any of these materials are used, the district or school must supply them.** (For materials and devices not listed, please see Section H, page C-16, of this Appendix for the special request form.)

- Amplification equipment or special acoustics (e.g., auditory trainer, sound field system)
- Magnifying device or special lighting (e.g., closed-circuit television, optical low-vision aid)
- Color overlays
- Pointer, non-calibrated ruler, template, or other devices to assist in maintaining visual attention
- Braille writer, braille note-taking device, typewriter, or word processor
- Pencil grips or large-diameter pencil
- Special adaptive/assistive devices (e.g., adaptive keyboard, voice synthesizer)
- Tape recorder and cassette
- Television monitor and VCR
- Adaptive or special furniture
- Abacus
- Manipulatives

Note: Certain manipulatives may be used as an accommodation or a modification depending on the subject area and the purpose of the tactile device. Generally, if the manipulative is used for counting, it is considered an accommodation.

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F. ADMINISTRATION PROCEDURES

The TA will read directions as necessary. Wording changes may be necessary depending on the mode of response by the student. (Example: Instead of telling a student to “Mark your answers on your customized answer document,” you may say, “Point to your answer and I will mark your answer for you.”)

Some specific procedures for administering the EOCEP are listed below.

Scheduling

1. Estimate the duration of each testing session for the student.
2. Determine if the student can complete the test in one day or several days.
3. If it is determined that the student requires testing over several days, divide the test into “sections” according to the time allotted for each test session. Each “section” should end with the last question on an odd-numbered page so the student is not able to see test questions for the next session.
4. During each testing session, the student may work only on test questions for that “section.” The student may not go back and work on any “section” from a previous session.

Non-verbal Indication of Answer Choices

1. The entire administration must be videotaped **or** a monitor must be present during the administration to verify in writing that the student’s responses were recorded correctly.
2. The student will indicate his or her answers nonverbally by pointing or by using an augmentative communication device. The TA will mark the student’s answer on his/her customized answer document.
3. The videotape (if applicable) must be identified with the customized test booklet to the contractor.
4. Follow the directions for identifying and returning materials in Section G, page C-14.

Responding in the Customized Test Booklets or Separate Pages

1. The student may mark his or her answers directly in the test booklet.
2. The TA or other school designee must transfer the student’s responses onto his/her answer document. The transfer must be completed by two individuals and be checked carefully for accuracy.
3. Follow the directions for return procedures in Section G, page C-14.

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Dictation of Responses

1. The entire dictated testing session must be tape-recorded **or** a monitor must be present during the entire session.
2. The student dictates the answer choice for items to the TA. The TA writes the student's responses on the customized answer document.
3. The student may make desired edits as the TA writes the response.
4. Follow the directions for return procedures in Section G, page C-14.

Braille Responses

1. Students may use a braillewriter, slate and stylus, or electronic braille note taker, provided by the district, to answer test items.
2. Answers marked in the test booklet or submitted in braille must be transcribed by the TA to a customized answer document.
3. If the student reads the braille responses aloud to the TA, this portion of the administration must be audiotaped **or** a monitor must be present during the administration to verify in writing that the student's responses were recorded correctly.
4. The student's braille responses must be identified and returned with the test booklet to the contractor with the non-scorable shipment.
5. Follow the directions for identifying and returning materials in Section G, page C-14.

Oral Administration

Oral Administration of English 1 is a modification. Oral Administrations of Algebra 1/ Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science are accommodations.

To prepare for the oral administration of the test, the TA may review the **Oral Administration Script** the afternoon before the test. All reviews must be coordinated through the STC with adherence to test security procedures.

Use the **Oral Administration Script** accompanying the appropriate version of the Form C test booklet.

- The TA reads aloud from the Oral Script.
- Students may be tested individually or in small groups. If the small-group option is used, it is strongly recommended that the students be compatible in terms of learning styles and disabilities. Otherwise, pacing the testing could be problematic.

Oral Administration Procedures

1. Begin by reading aloud the administration directions from the TAM and the Oral Script.
2. Read the script exactly as it is written. No modifications in the wording of the test items are allowed. Each item is printed directly in the script. Special instructions for administering particular items are included as needed.

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- You are allowed to read only what is printed in the oral script; students may be required to read information presented in the graphics (e.g., tables, pictures, and charts) or in the answer choices.
3. Read the test items as clearly as possible. Do not give your own emphasis to any word or phrase. When administering the reading items, read each answer choice in the same manner so as not to cue or miscue the student. An unconscious pause, or change of inflection, and/or facial expression can be misleading or distracting to the student. Be particularly aware of the grammatical make-up and structure of the items. Allow breaks in your voice to convey commas, end-of-sentence punctuation, and paragraph breaks. Pause between questions or statements and answer choices to give the student time to reflect on the items. Follow the student's direction as to how quickly or slowly to read. Pause at the student's request.
 4. Give the student sufficient time to respond. However, if the student pauses for a considerable period of time, ask the student if he or she wants you to repeat the item.
 - Students may request to skip an item and return to it later.
 - Repeat questions as requested. The **entire** question must be reread. Items may be repeated as many times as is necessary. During group administrations, if there are numerous requests for repetitions, the TA may choose to reread items **only once** during the testing session and then repeat items as necessary at the end of the testing session.
 - At the end of each objective section and at the end of the day's testing session, reread any specific question as requested by the student.

While some conversation between the student(s) and TA is expected, **discussion concerning interpretation of any test item content is not permitted**. Do not converse with students about any test items. Try to respond to student questions by rereading instructions, passages, or test questions as needed.

Signed Administration

Signed Administration of English 1 is a modification. Signed Administration of Algebra 1/ Mathematics for the Technologies 2, Biology 1/Applied Biology 2, and Physical Science are accommodations. The sign language script/videotapes include the questions, directions and most answer choices. For Algebra 1/Mathematics for the Technologies 2, there is only a signed script. For all other subjects, there are sign language videotapes in ASL and PSE.

1. To prepare for interpreting the test, TAs and/or sign language interpreters may review the **Sign Language Administration Script/Videotapes** the afternoon prior to EOCEP administration. All reviews must be coordinated through the STC with adherence to test security procedures.
2. Students may request to skip an item and return to it later. **The entire question must be read or played again.** Items may be repeated as many times as is necessary.
3. While some conversation between the student(s) and TA is expected, discussion concerning interpretation of any test item content is not permitted. Do not converse with students about any test questions. Respond to student questions by replaying the instructions, passages, or test questions as needed.

APPENDIX C

G. RETURN PROCEDURES

1. Identifying Student Materials

The information shown below must be written on all audiotapes and videotapes used to record testing sessions as well as on all student responses and add separate pages containing student responses:

- District Name
- School Name
- Teacher Name
- Student Name
- Student ID
- Test Book Security Number

Thorton District
Thorton High School
Ms. Wilson
John Smith
ID# 123456789012
Security# 90088888

These documents must be returned with the non-scorable materials.

2. Labeling and Coding of the Customized Answer Documents

- Ensure that all applicable fields on the answer documents are coded correctly. The customized materials, accommodations and modifications fields must be coded correctly to ensure that students are properly identified for scoring and reporting purposes. (See the following graphic of the coding fields.)

Customized Mats.
Mark all that apply
<input type="radio"/> Braille
<input type="radio"/> Signed Script
<input type="radio"/> Large Print
<input type="radio"/> Oral Admin Script
<input type="radio"/> Loose Leaf
<input type="radio"/> Regular Print

Algebra

Customized Mats.
Mark all that apply
<input type="radio"/> Braille
<input type="radio"/> Signed Videotape
<input type="radio"/> Large Print
<input type="radio"/> Oral Admin Script
<input type="radio"/> Loose Leaf
<input type="radio"/> Regular Print

English, Biology and
Physical Science

Modifications
<input type="radio"/> Oral/Signed Administration

English

Accommodations
Mark all that apply
<input type="radio"/> Setting
<input type="radio"/> Timing
<input type="radio"/> Scheduling
<input type="radio"/> Response options
<input type="radio"/> Presentation
<input type="radio"/> Other

Algebra, Biology and
Physical Science

- Record the names of students who missed the test on the Student Make-up Roster

Note: The contractor will not edit or verify any fields on the answer document. If information is omitted or coded incorrectly, the test(s) may not be scored correctly. **Rescoring will be done at the expense of the school district.**

APPENDIX C

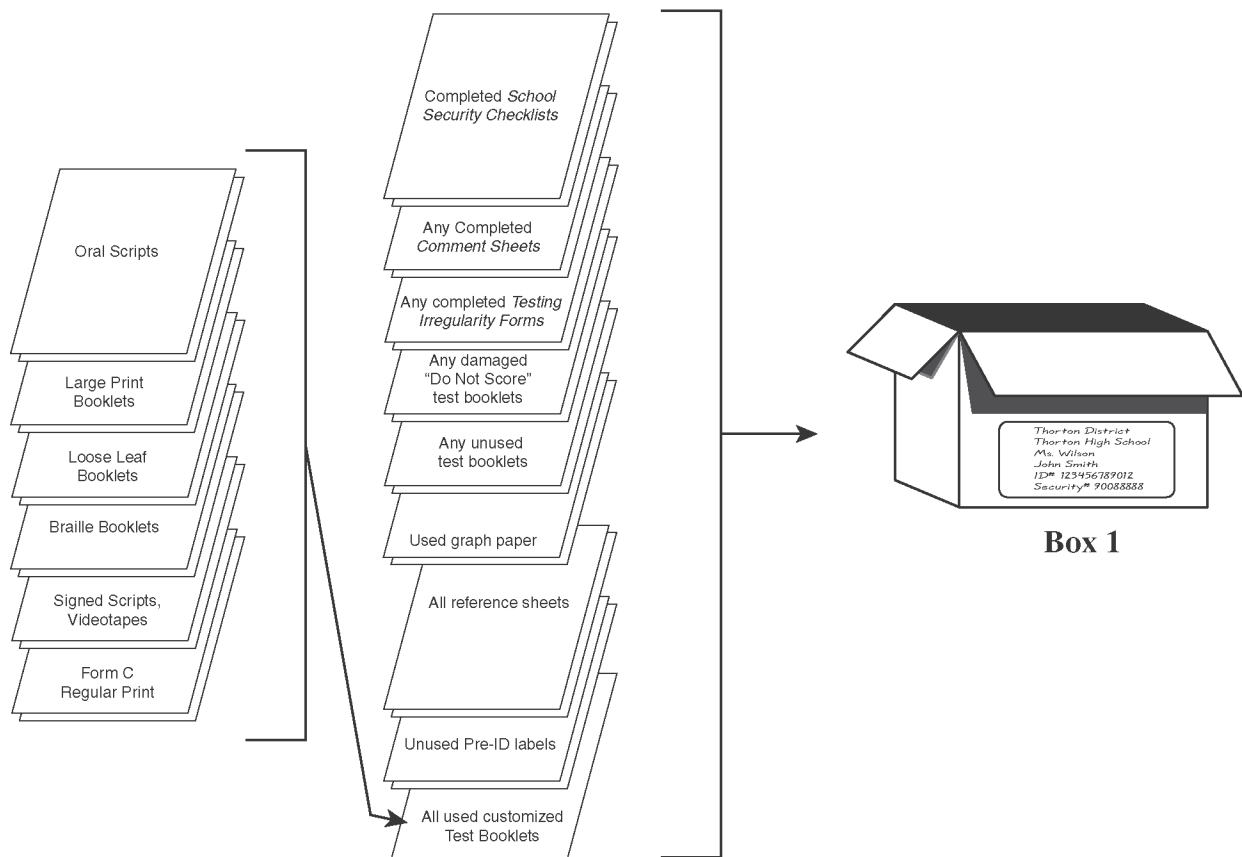
3. Transferring Student Responses

All student responses must be transferred to a customized answer document by two individuals and be carefully checked for accuracy. One of the two individuals transcribing the student's answers also must grid the student's start and stop times on the answer document. Make sure all of the information on the answer document is completed.

4. Packaging of Test Materials

- Place the customized answer document in the box with the scorable materials, under the appropriate completed class sheet.
- Return all of the other customized materials with the non-scorable shipment (i.e., oral scripts, customized test booklets, student response documents).
- Return all materials to the STC. Sign in secure materials on the School Security Checklist.

Returning Non-Scorable Materials



APPENDIX C

H. ADDITIONAL INFORMATION

In this section, you will find the following:

- Special Request Form – Use this form to request an accommodation, modification or supplemental device that is not specifically addressed in this appendix.
- Accommodations and Modifications Tables for EOCEP – This page may be reproduced for school or district personnel as quick reference to the accommodations and modifications for EOCEP.
- Customized Forms Table – This page may be reproduced for school or district personnel as quick reference to the customized materials for EOCEP.

APPENDIX C

**Office of Assessment Special Circumstances Request Form
For the 2004 Administration of EOCEP**

Student Name: _____ SASI ID#: _____

District: _____ School: _____

Content area(s) for which circumstance or request will apply:

Specific accommodation/modification requested or circumstance involved:

Reason for requesting accommodation/modification:

List of attached documentation (i.e., IEP verification, doctor's note, etc.)

District Test Coordinator (Print)

District Test Coordinator fax number

District Test Coordinator (Signature) Date

School Representative's Signature

Date

Please fax this form and appropriate documentation to Courtney Johnson at (803) 734-8527. You will receive notice of status by fax within 5 business days.

APPENDIX C

Table I — Accommodations for EOCEP

Accommodation	Examples
Setting	preferential seating, separate location, small group, individual administration
Timing	frequent breaks, extended breaks
Scheduling	morning or afternoon administration, multiple testing sessions per day, multiple testing days
Presentation	highlighting, cues, reading aloud to self, repeating/signing directions, oral/signed administration, customized forms
Response Options	non-verbal indication of answer choices, dictation of responses, braille responses, responding in the test booklet or separate pages
Supplemental Materials and Devices	provided by the district, see section E
Special Requests	see form in section H

Table II — Modifications for EOCEP

Subject	Examples
English 1	Oral/signed administration
Algebra 1/Mathematics for the Technologies 2	None
Biology 1/Applied Biology 2	None
Physical Science	None

APPENDIX C

Table III — Customized Materials (Form C) for EOCEP

Test Materials	Description	Packaging	Other
Loose Leaf	printed one-sided, one item per page, 3-hole punched, placed in a binder	includes customized answer document and any special directions	may be used with the oral script or sign language script/videotapes transcribe student's responses to a customized answer document
Large Print	9"x12" x 2 1/4" spiral- bound, 18-point, sans serif font	includes customized answer document, large-print reference sheet, and any special directions	may be used with the oral script or sign language script/videotapes transcribe student's responses to a customized answer document
Braille	11 1/2" x 11" interpoint braille pages, spiral bound	includes customized answer document and braille reference sheets regular Print Form C test booklet and TA notes will be packaged separately	may be used with the oral script transcribe student's responses to a customized answer document
Regular Print Form C	8 1/2" x 11" double-sided, saddle-stitched and printed in 12-point font	shrink-wrapped in packets	used with an oral script or sign language script/videotapes
Oral Script	8 1/2"x11" double-sided, saddle-stitched and printed in 12-point font	packaged individually by subject	used with the Regular Print Form C test booklets or other customized forms oral scripts ordered one per <u>TA</u> ; regular Print Form C ordered one per <u>student</u>
Sign Language Script/ Videotape	Algebra 1/Mathematics for the Technologies 2 has a sign language script in ASL, PSE and SEE English 1, Biology 1/Applied Biology 2, and Physical Science have sign language videotapes in ASL and PSE	packaged individually by subject	used with Regular Print Form C test booklets

In this appendix, you will find the following forms:

- Test Security Affidavit Form
- Additional Materials Request Form
- School Security Checklist
- Testing – Do Not Disturb Sign
- Student Make-up Roster
- Testing Irregularity Form
- Comment Sheet

APPENDIX D

Test Security Affidavit



STATE OF SOUTH CAROLINA DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

Office of Assessment Agreement to Maintain Test Security and Confidentiality

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of individuals who develop the tests, who administer the tests, and/or those who use the results to follow test security laws, regulations, and procedures. These rules are located in the test administration manuals for each test.

Appropriate testing practices are not always universally understood or followed. To help school staff involved in testing have a common understanding of which practices are recommended, District and School Test Coordinators must provide the appropriate manual to these individuals and must encourage these individuals to read all instructions. The test administration manual provides detailed test security information and administration guidelines for each test. Manual review should occur from one to three weeks prior to the testing window.

I acknowledge that I have received, read, and understand the test administration manual for the test I will be administering. I acknowledge that I will have access to one or more of the following tests that are a part of the South Carolina statewide testing program: BSAP, End-of-Course Program (EOCEP), High School Assessment Program (HSAP), HSAP-Alt, PACT, or PACT-Alt.

I understand the tests are secure, confidential, and proprietary documents owned by the Department of Education. I hereby agree that I will not discuss, disseminate, describe, or otherwise reveal the contents of the test to anyone. I will not keep, copy, reproduce, or use in any manner inconsistent with the instructions provided by or through the State Department of Education any test, test question, or specific test content. I will not keep, copy, or reproduce in any manner inconsistent with the instructions provided by or through the State Department of Education any portion of examinee responses to any item or any section of a secured test, a secure administration manual, or oral administration scripts. I will return all test materials to the School Test Coordinator or the District Test Coordinator. I will follow all of the state laws and regulations regarding testing ethics and test security that are discussed in the test administration manual.

I understand that failure to follow these laws, regulations, or procedures could result in action being taken against my certificate and/or criminal prosecution.

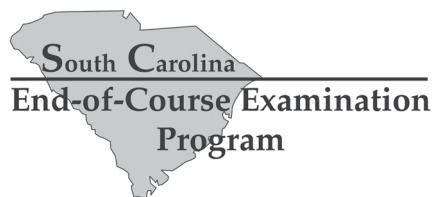
Signature

Print Name

District and School

Date

APPENDIX D



Additional Materials Request Form

School Test Coordinators should use this form to order additional materials. Place orders with your DTC far enough in advance to allow for materials to be shipped to the DTC and distributed to you before test day. All test materials will be shipped to district offices only.

Send this completed form via fax to your DTC.

Date: _____ District Name: _____

STC Name: _____ School Name: _____

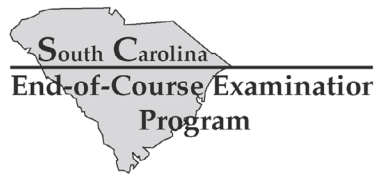
Phone #: _____ BEDS Code: _____

Item Name	Quantity
DTC Supplement	
Test Administration Manual	
Test materials return air bill	
6-inch card stock rulers	
Graph paper	
Other (specify)	

Item Name	Algebra	English	Physical Science	Biology
Regular answer documents				
Customized answer documents				
Test booklets				
Braille booklets				
Large-print booklets				
Loose-leaf booklets				
Oral script				
Signed script				
Form C regular print				

STC Signature and Date _____

APPENDIX D



SCHOOL SECURITY CHECKLIST

Name of School: _____

Name of STC : _____

The Test Administrator (TA) and School Test Coordinator (STC) must initial the “Sign Out” and “Sign In” columns when the TA receives and returns test booklets on testing day.

When the materials are packaged for return, the STC and any other person who assists in the packaging must initial the “Packed for Return” column. Provide an explanation in the comment section for any secure materials that were not received or were not returned to the contractor.

Secure materials received from DTCs: Use the area below to record security numbers of additional secure materials received from the DTC.

Secure Test Materials:

[illegible]

APPENDIX D

Additional or Make-up Materials:

Test Name*	Security Number Range	TA's Last Name	Sign Out		Sign In		Packaged for Return	
			TA Initials	STC Initials	TA Initials	STC Initials		

* Test Name Key: A=Algebra 1/MT2
 B=Biology 1/Applied Biology 2
 E=English 1
 P=Physical Science

Comments:

Security Statement:

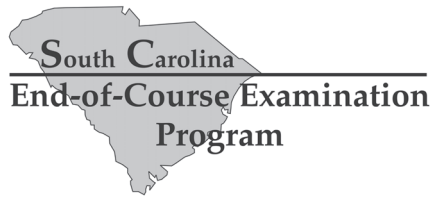
I certify that I followed and that I instructed test administrators to follow the Test Security Legislation, Regulations, and Procedures and that the secure test materials shown on this Security Checklist have been packaged for return, as outlined in the Test Administration Manual.

Date: _____ School Test Coordinator's Signature: _____

Date: _____ Principal's Signature: _____

APPENDIX D

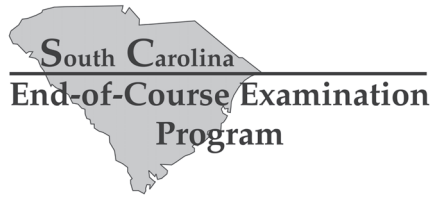
There is a “Do Not Disturb” sign on the reverse side of this page.
Please instruct the TA to post this sign on all doors of the testing room.
You may make as many copies of this sign as you need.



DO NOT DISTURB

End-of-Course Examination Program

**Testing is taking place
in this room.**



STUDENT MAKE-UP ROSTER

District Name _____ Test Administrator _____

School Name _____ EOCEP Subject _____

Any student who partially or totally missed an EOCEP test must be scheduled for make-up.

Directions to the Test Administrator:

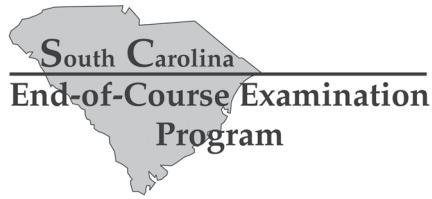
1. List the name of each student who needs to make up any test.
2. Complete one roster for each subject.

Directions to the Make-up Test Administrator:

1. If a student attended the make-up testing, write “Yes” in the “Attended Make-up?” column. If the student did not attend make-up testing, write “No” in the “Attended Make-up?” column.
2. Upon completion of testing each day, return ALL materials to the STC.

Student's Name	Attended Make-up?
	Yes or No
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Return this form to the person responsible for scheduling make-up testing.



Optional

Name: _____
District/School: _____
Date: _____
Phone: _____
E-mail: _____

Subject Tested: _____

Comment Sheet

We welcome your ideas and suggestions for improving the SC EOCEP administration procedures and manuals. If you have comments, please remove this sheet and return it in your shipment of non-scorable test materials.

PROCEDURES

SECURITY

Please complete reverse side.

TEST MANUALS

TEST BOOKLETS

MATERIALS RECEIPT

PACKAGING AND RETURN OF MATERIALS

OTHER
